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FACTORS AFFECTING THE RETENTION OF GENERATION Y BLACK WOMEN IN THE FINANCE SECTOR IN JOHANNESBURG, SOUTH AFRICA

BY

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A dissertation submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, Johannesburg, in fulfilment of the requirements of the degree of Master of Commerce (Human Resource Management).

Johannesburg
South Africa
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Declaration

I, the undersigned, Monhlanhla Dhlomo, hereby declare that this research is my own, unaided work. It is being submitted in fulfilment of the requirements for the degree of Masters in Business Science at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

I further declare that:

- I am aware that plagiarism (the use of someone else's work without their permission and/or without acknowledging the original source) is wrong.
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SIGNED AT JOHANNESBURG ON THE 4th DAY OF SEPTEMBER, 2018.



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(Signature)

Abstract

The world of work has changed over the years because of globalisation and new ways of doing business. In order for organisations to remain competitive in the market, they need to adapt to these changes by ensuring that they attract, develop and retain the right talent. This is particularly acute amongst South African organisations as they need to retain the right talent due to skills shortages and employee mobility. The issue of skills shortages is a result of black people not being given a good education and opportunities in the past during apartheid (IDASA, 1995). Also, now that there has been improvement made with giving the historically disadvantaged (i.e. black men and women) preference with regard to employment in South Africa, this has created opportunities to move and change jobs. Hence, this research explored factors that contribute to the retention of employees in the South African context.

It specifically looked at Generation Y black female professionals from the ages of 25 to 35 years old working in the finance sector. The reason for this is because Generation Y, in comparison to other generations (i.e. Baby Boomers and Generation X), are currently those who are mostly employed. As much as affirmative action has made progress in giving the disadvantaged preference with regards to employment and empowering women by giving them more opportunities in the workplace then men, black women are still not developed and promoted in the workplace as they should be. This has led to organisations being challenged by the legislation to develop and promote black women in the workplace. Also, this gives black women more opportunities to constantly seek for better jobs and hop from one job to the next. This has created a challenge for organisations to retain them.

Furthermore, the industries that have a high turnover according to Statistics SA (2016) and Compdata Surveys (2016) are finance, mining and manufacturing, with the highest being finance. A qualitative research design was used to explore factors that contribute to the retention of Generation Y black female professionals. The results showed compensation, work/organisational environment in relation to career development opportunities, gender inequality/discrimination, racism, lack of support, mentorship, harassment, work overload, reward and recognition, and work-life balance as challenges that Generation Y black female professionals face in the workplace. These also showed as factors that have an impact on the retention of Generation Y black female professionals. Also, the results showed that these challenges and factors have a psychological and professional impact on Generation Y black female professionals. Recommendations on the strategies that organisations can implement to improve the retention of Generation Y black female professionals are discussed. Suggestions

to improve future research on the retention of Generation Y black female professionals are also discussed.

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Chapter 1

Introduction

1.1 Overview

During the last two decades the world of work has changed due to globalisation, new ways of doing business, as well as new forms of organisations to meet the changing market demands and remain competitive (Holbeche, 2009). In order for organisations to meet the changing market demands and remain competitive, they need to ensure that they attract, develop and retain the right talent (Heinen & O'Neill, 2004; Peteraf, 1993; Truss & Gratton, 1994). One of the challenges that South African organisations face is retaining the right talent due to skills shortages and employee mobility (Masibigiri & Nienaber, 2011). The other challenge that South African organisations face is labour legislation that prescribes certain behaviours that organisations should follow. These South African labour laws tend to restrict the organisations when it comes to attracting the right talent for high performance and to remain competitive. One of these laws is affirmative action. Affirmative action is an Employment Equity (EE) Act measure that attempts to correct the injustices of the past by giving people from previously disadvantaged groups (i.e. blacks) first preference over white people when making appointments (Human, Bluen & Davies, 1999). Employment Equity is a South African Act that was passed with the aim of promoting equality in the workplace (Jekwa, 2007). This also seems to lead to skills shortage as one of the challenges that South African organisations face because there seems to be too few black people who are well educated and who have the right skills for organisations to perform well (Rangaka, 2011). This is because black people were not being given a good education and opportunities in the past during apartheid (IDASA, 1995). Companies are challenged and compete for qualified black employees because of affirmative action (Human Sciences Research Council, 2010). It then seems less challenging for black employees to seek better job opportunities. This seems to be very frustrating for employers as they invest so much in an individual to train them only to find that once they are well equipped and trained, they leave for better job opportunities (DAV, 2013).

Generation Y is a group of people who were born between 1980 and 1999 (Kruger, 2010). The South African statistics in 2017 showed that Generation Y is the majority in the population, specifically those between the ages of 15 to 34 years (Statistics South Africa, 2017). In terms of employment, 2017 statistics showed that Generation Y is the most employed in the South African population (Statistics South Africa, 2017). Specifically, 63.5% of the people employed were between the ages of 35 to 44 years old, and 63.7% are between the ages of 25 to 34 years old (Statistics South Africa, 2017). With regards to race, the South African statistics in 2017 showed that black people are the most employed in comparison to Whites, Indians and Coloureds (Statistics South Africa, 2017).

Historically laws and policies implemented during the Apartheid regime favoured men over women, which gave women limited opportunities in that they had difficulty finding work and getting a good education (Mathur-Helm, 2005). This still seems to be a challenge in that according to 2017 statistics in South Africa women are the majority in the population in comparison to men, however men are still those who are most employed with 49.3% and 38.3% employed women (Statistics, 2017). Laws such as affirmative action have been implemented to correct the inequality that was created in the past by empowering women and giving them equal rights to men (Mathur-Helm, 2005).

There has been an increase of women entering the workplace. According to the Department of Women, between 2010 and 2015 statistics showed an increase in women entering the workforce in comparison to men (Department of Women, Republic of South Africa, 2015). Women entering the labour force increased by 3.6% while men increased by 3.1% (Department of Women, Republic of South Africa, 2015). Although there has been an increase in women entering the workforce, there are still some challenges that women face that are a disadvantage to them in the workplace (Department of Women, Republic of South Africa, 2015). For instance, women are still generally paid less than men in the same positions (Department of Women, Republic of South Africa, 2015). Also the majority of women are still excluded in decision making platforms, participation in technology, mining, finance and agricultural sectors (Department of Women, Republic of South Africa, 2015).

Therefore, this research explored factors that affect the retention of Generation Y black female professionals from the ages of 25 to 35 years old working in the finance sector in Johannesburg, South Africa. This is because in comparison to the other generations (i.e. Baby Boomers and Generation X) Generation Y are those who are most employed currently, and although affirmative action has made progress in giving black people preference when it comes to employment and empowering women by giving them more opportunities in the workplace than men, black women are still not being promoted and developed in the workplace as they should be (Rangaka, 2011). As a result, organisations have been challenged to promote and develop black women in the workplace (Rangaka, 2011), which will give them more opportunities to seek better employment.

1.2 Purpose Of The Study

The aim of this research is to gain an understanding of the challenges that Generation Y black female professionals between the ages of 25 to 35 years old face in the workplace. It is to understand how these challenges affect them psychologically and professionally. It is also to understand how these challenges influence their decision to stay or leave an organisation and seek better job opportunities. Furthermore this study seeks to understand which factors make them more attracted and loyal to an organisation and which do not. The results of this research will give organisations an understanding of the challenges that Generation Y black female professionals face in the workplace and what factors influence their decision to stay or leave an organisation. Moreover, the recommendations made can assist organisations in improving the retention of Generation Y black female professionals.

1.3 Context of the study

According to statistics the industries with the highest turnover are finance, mining and manufacturing (Statistics SA, 2016). The finance sector is one of the highest among all the other industries with 18.1% turnover rate (Compdata, 2016). Also according to a survey done by PWC it showed that the highest turnover in the financial sector is among young people with only 10% of them staying in their positions for a long term (The HR Community, 2017). From this survey 42% said they are open to new opportunities and 48% said they are actively

looking for new job opportunities (The HR Community, 2017). It was found that the reasons for such high turnover among young people in the financial sector were things such as work-life balance, low engagement, and the reputation of the company (Compadata, 2016). From this, it seems there are some challenges that young professionals face in the financial sector, hence this research explores the retention of Generation Y black female professionals in the financial sector.

1.4 Background and Problem Statement

In the past working women were seen as unfeminine objects of pity and immoral (Domenico & Jones, 2006). They were not taken seriously by society, their colleagues and managers, and they were accused of being negligent mothers (Nieva & Gutek, 1981). These women experienced the so-called 'double burden' as they were expected to fulfill their roles as mothers and wives as well as their professional responsibilities (Valdez & Gutek, 1987). This made some of these women feel guilty if they put their jobs first (Heins, Hendricks, & Martindale, 1982), and it had a negative impact on their careers (Valdez & Gutek, 1987).

This negative view of women in the workplace has changed over time (Domenico & Jones, 2006). In the past society believed that a woman's place is in her home, caring for her family and not in the workplace (Tinklin, Croxford, Ducklin, & Frame, 2005). Women's traits such as submissiveness were feared to be lost if women entered the workplace (Astin, 1984). The earliest time when women entered the workplace was before the Industrial Revolution when they assisted their husbands with their family businesses or acted as business partners, however they were not paid and if they were, they were paid much less than men (Nieva & Gutek, 1981).

In time, women extended their work outside their home to clerical jobs and the likes, however they were often regarded as temporary workers (Domenico & Jones, 2006). Women's entering the workplace was a slow process and was still not favoured in society (Nieva & Gutek, 1981). Their jobs were expected to take second place and childbearing and marriage to take first place (Gutek & Larwood, 1987; Tinklin et al., 2005). During the

nineteenth century women were given jobs that were viewed as feminine and appropriate for single women such as nursing, clerical work and teaching (Nieva & Gutek, 1981).

In 1980 less than 3% women entered the workplace (Domenico & Jones, 2006). By 1900 25% of women participated in the labour force (Domenico & Jones, 2006). The percentage of women in the workplace rose in time to almost 7.5% by 1910 (Nieva & Gutek, 1981). The percentage was stable until the beginning of World War II (WWII) (Rainey & Borders, 1997). At the beginning of WWII the percentage of women in the workplace increased and they were employed for unionised and skilled jobs that were previously not available to them (Hayghe, 1997).

After WWII the number of women entering the workplace increased regardless of their parental and marital status (Rainey & Borders, 1997). In 1950 the percentage of women in the workplace increased to 30%, and more than 50% by 1980 (Astin, 1984; Farmer, 1985; Stephenson & Burge, 1997). During the late 1970's almost 50% of married women and 40% of women over 16 years of age were employed, although their jobs were still considered second place to their family responsibilities (Stephenson & Burge, 1997). The percentage has kept on rising (Hayghe, 1997).

When looking at more recent statistics, the percentage of women in the labour force has increased, although the highest number of people that are employed are still men (United Nations Statistics, 2015). There is 50 percent of women and 77 percent of men in the labour force around the world (United Nations Statistics, 2015). The reason for the increase in women participating in the labour force is that educational opportunities at the secondary and tertiary level to get better jobs have been extended among women between the age of 15 and 24 years (United Nations Statistics, 2015). Also, there has been an increase in labour force participation among women between the age of 25 and 54 years (United Nations Statistics, 2015). The percentage of men in the same age group in the labour force has stagnated (United Nations Statistics, 2015). In the South African context, the percentage of women in the labour force has increased by 2.5 percent annually from 2000 to 2015 (Department of Women, Republic of South Africa, 2015).

In the South African context, during Apartheid women were excluded from South African organisations (Helm, 2005). However, black South African women experienced greater challenges because of their traditional lifestyles as well as extended family systems (Erwee, 1994). Also they lacked opportunities with regards to access to education and training in comparison to white women who had indirect access to social, political and economic power through their association with white men (Erwee, 1994). Hence even though both black and white women experienced discrimination and gender oppression, white women had more advantages than black women (Helm, 2005).

With regards to race, historically black workers were discriminated against in the labour force in that they were not given the same growth opportunities or treated the same as their white counterparts, and the majority of the people who were in senior/management positions were white males (Arnesen, 1998). Black people mostly occupied the lower level or unskilled type of jobs (Arnesen, 1998). In South Africa laws (e.g. Bantu Building Workers Act, Act No. 27 of 1951, Bantu Education Act, Act No. 47 of 1953, and Extension of University Education Act, Act 45 of 1959) passed by the British colonial government and later the Afrikaner government under Apartheid prohibited black people from contributing meaningfully to the economy (Rangaka, 2011). The education system for black people did not expose them to science or mathematics and they were expected to fill only unskilled jobs, mines and white owned businesses (IDASA, 1995). Black people were excluded from business in that they were restricted from engaging in business activities outside of their designated areas, whereas white people were allowed to operate anywhere as a way to prevent them from being in competition with White business (Jack & Harris, 2007). Black people were also prohibited from owning property or land (IDASA, 1995). The Apartheid regime dictated jobs to black people which were generally not technical jobs or management positions (Jack & Harris, 2007). They were used for cheap labour to allow white people and businesses to prosper (Rangaka, 2011). However, later democracy was implemented to eliminate unfair treatment amongst blacks and whites, and women and men (Constitution of the Republic of South Africa, 1996).

When democracy was achieved in South Africa in 1994 there was a commitment to equality, which included women empowerment and gender equality (Department of Women, Republic

of South Africa, 2015). The Constitution of the Republic of South Africa of 1996 was passed to achieve equality (Constitution of the Republic of South Africa, 1996). The founding principles of the Constitution of the Republic of South Africa include freedom, human rights and equality for everyone in South Africa (Department of Women, Republic of South Africa, 2015). Section 9 of the Constitution protects the rights of all the people to receive equal protection, benefit of the law, and protection from unfair discrimination in terms of sex and gender to name a few (Constitution of the Republic of South Africa, 1996).

Chapter 2 of the Constitution states the Bill of Rights which enhances the rights of everyone in South Africa and encourages the democratic values of freedom, human dignity and equality (Constitution of the Republic of South Africa, 1996). Also, section 8 of the Bill of Rights states that it applies to all law, and binds the executive, judiciary, legislature and all organs of the state, and that when applying a provision of the Bill of Rights to a juristic or natural person in terms of subsection 2 ("*A provision of the Bill of Rights binds a natural or a juristic person if, and to the extent that, it is applicable, taking into account the nature of the right and the nature of any duty imposed by the right"*), a court may change the rules of common law to limit the right (Constitution of the Republic of South Africa, 1996, p. 6). This can be done provided that the limitation is according to section 36 (1) ("*The rights in the Bill of Rights may be limited only in terms of law of general application to the extent that the limitation is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom, taking into account all relevant factors, including (a) the nature of the right; (b) the importance of the purpose of the limitation; (c) the nature and extent of the limitation; (d) the relation between the limitation and its purpose; and (e) less restrictive means to achieve the purpose"*) (Constitution of the Republic of South Africa, 1996, p. 19).

As a way to achieve full equality the Employment Equity Act was passed in 1998 to create equality in the workplace and correct the injustices done by the Apartheid government against black people and other previously disadvantaged groups (i.e. women and people with disabilities) (Rangaka, 2011; Jack & Harris, 2008). It is viewed as an organisational change strategy designed to remedy and prevent discrimination and the previously disadvantaged groups by identifying and removing barriers in employment practices and policies and in the organisational culture (Agócs & Burr, 1996). It is also to improve the distribution of the

designated groups and numerical representation (Agócs & Burr, 1996). It improves numerical representation through hiring and providing fair employment systems and a supportive organisational culture for racial minorities, people with disabilities and women (Agócs, Burr & Somerset, 1992). Its' aim is to:

1. Promote fair treatment and equal opportunity by eliminating unfair discrimination.
2. Implement affirmative action measures to equalise the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workplace.

Elimination of unfair discrimination stated in the Employment Equity Act refers to a "removal of direct and indirect discrimination on the grounds of race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language and birth" (Human et al., p.19).

Affirmative action is focused on increasing the representation of the designated groups through targeted hiring and to a lesser extent promotion and training, and eliminating discrimination as a primary value (Agócs & Burr, 1996). It is not designed to address issues of retaining and integrating women, other groups and racial minorities hired under its requirements (Morrison & Von Glinow, 1990). It does not focus on strategies on changing organisational practices, policies and culture in order to ensure that the designated groups will be treated equally and fairly in the workplace once hired (Morrison & Von Glinow, 1990). According to Human, Bluen and Davies (1999) affirmative action is described as:

1. Measures to identify and remove employment barriers.
2. Measures aimed at promoting diversity in the workplace.
3. Accommodating people from designated groups within reason in order to ensure that they enjoy equal opportunities and are represented in the workplace.

From this, there is a perception that the passing of EE legislation has resulted in black employees moving between jobs within a short space of time and with little consideration for their employers (Jekwa 2007). It is believed that they are only concerned with gaining higher

remuneration and rapid career advancement (Jekwa 2007). It is also believed that they move between organisations quickly because they believe they are in a position of power due to organisations being under pressure from government to meet their quotas with regards to Broad Based Black Economic Empowerment (BBBEE) (Rangaka, 2011 as cited in Khanyile & Maponga, 2007). Organisations argue that this costs them a fortune in training and developing a replacement (Rangaka, 2011). They also argue that they cannot meet their BBBEE quotas because there is a general shortage of talented black professionals and those who are available are not interested in staying employed with them for a long time (Rangaka, 2011 as cited in Khanyile & Maponga, 2007).

Based on research and statistics, employment equity has succeeded to some extent. For instance, the number of employed Africans has increased over the years in comparison to whites as previously mentioned (Statistics South Africa, 2015). Also, there has been an increase in women entering the workforce (Statistics South Africa, 2015). However, there are still some challenges and areas for improvement that need to be addressed with regards to employment equity. One of the challenges is that women are still excluded from decision making platforms and participation in other sectors as previously mentioned (Department of Women, Republic of South Africa, 2015). The other challenge is youth unemployment that keeps increasing. The youth unemployment rate between 2008 and 2015 in South Africa increased by 4.2% (Statistics South Africa, 2015). Organisations need to address these challenges. This gives young black people (i.e. Generation Y) more employment opportunities to seek better jobs where they will be developed and grow. What is also interesting is that women in general are becoming more educated than men which make them more in demand (Department of Women, Republic of South Africa, 2015).

The problem statement for this research is that due to legislation aimed at eliminating unfair discrimination and inequality in South Africa, many doors have opened for black people and particularly black women to grow and prosper in their careers. This has given them more opportunities to job hop looking for better job opportunities. However this job hopping has a negative impact on organisations as they have to keep hiring new employees and training them which have some costs for the organisations. Hence the aim of this research is to get an understanding why black people, particularly black women job hop a lot, what the factors and challenges are that influence their decision to leave or stay in an organisation. This will assist

organisations to understand some of the reasons why young black women job hop or seek better jobs. In this way organisations can implement some strategies on how to retain them, which will also assist organisations in saving recruitment costs.

1.5 Research Questions

The main research questions that were explored in this study are:

- What are the challenges that Generation Y black female professionals face in the workplace?
- What factors contribute to the retention of Generation Y black female professionals?
- How do these factors affect them psychologically and professionally?

1.6 Research Objectives

The research objectives of this study were:

- To explore and understand the challenges that Generation Y black female professionals face in the workplace.
- To discover factors that has an influence in them deciding to leave an organisation.
- To get an understanding on how these factors affect them psychologically and professionally.

1.7 Significance of the Study

Employee turnover has a negative impact on the organisation (Mabindisa, 2013). One of the impacts of a high staff turnover in an organisation is that customers begin to question the management of the organisation and doubt doing business with them (Mabinsisa, 2013; Mullins, 2005). It also affects the recruiting costs (i.e. agency fees, advertising, paper work and interview time) (Mullins, 2005). Other indirect costs include training and supervising new staff members, and overtime for when there is staff turnover (Robbins & Decenzo, 2001). The other impact is that the extra work load for the remaining staff members has a

negative impact on organisational effectiveness and performance (Cohen, 2000). This also leads to high levels of stress and low morale which results in staff absenteeism (Russell & Bvuma, 2001).

In the South African context research has shown that there is a high turnover among black employees due to the opportunities that the implementation of Employment Equity has given them (Jekwa, 2007). Also, due to women being excluded in the workplace during the apartheid era, women are now given employment preference over men which give them more opportunities to move from one job to another (Rangaka, 2011). Furthermore, there is the issue of youth unemployment, as discussed earlier, that gives young people (Generation Y) more employment opportunities (Statistics South Africa, 2015). These factors have an influence in the high turnover of Generation Y black women in South Africa and affects organisations negatively in various ways such as those mentioned above. Also, research has shown that this generation likes to job-hop every six to twelve months (Puybaraud, 2009). Hence the significance of this study is to contribute to helping organisations develop ways to retain Generation Y black female employees by understanding the factors that influence their decision to leave or stay in an organisation.

There has been some research done on the factors that have an influence on the retention of Generation Y employees globally. However, there is little research done on the retention of Generation Y black female employees globally and in South Africa. This research will contribute in filling that gap, and it is relevant in South Africa because of the impact that the previous and current legislation on the retention of black women has. It will assist organisations not only in South Africa, but elsewhere in the world, in improving employee retention which will save costs.

1.8 Chapter Outline

The remainder of this dissertation proceeds as follows:

Chapter 2 – Literature Review

This chapter discusses the theoretical framework of this research. It discusses the concept of retention and the generational differences in relation to retention. The challenges that women face in the workplace, as well as the factors that contribute to retention are discussed. Lastly, the psychological and professional effects of women who experience these challenges are discussed.

Chapter 3 – Research Methodology

This chapter discusses the research paradigm used for this research. It discusses the research design and approach used. It also discusses the population used for this research, the sample and sampling procedure, and measuring instruments. The process on how data was collected and analysed is discussed. Lastly, the ethical considerations are discussed in this chapter.

Chapter 4 – Results

The results of this research are discussed in this chapter according to the themes and codes that emerged from the interviews.

Chapter 5 – Discussion

This chapter discusses the findings of this research, as well as answers the research questions addressed in the beginning of this study.

Chapter 6 – Conclusion

This chapter discusses the summary of the literature review and findings of this study. It also discusses the implications, limitations of this research, recommendations for future research, and the overall conclusion of this study.

1.9 Conclusion

As discussed it has become challenging for organisations to attract, develop and retain the right talent due to skills shortages and employee mobility. Job hopping has become an issue in the labour force due to labour laws implemented to give people from disadvantaged groups (i.e. black men and women) first preference when hiring. This has given black people more opportunities to job hop, especially Generation Y black employees as they are those who are most employed. As this has become such a challenge for South African organisations the question is what needs to be done to retain Generation Y employees? The first thing to explore to answer this question is the challenges that Generation Y black female professionals face in the workplace. The second thing is to explore what factors contribute to them leaving organisations and how these affect them psychologically and professionally.

From this, an understanding of what keeps Generation Y black female professionals in organisations for a long time will be achieved. This will then help organisations to come up with strategies that they can implement to retain Generation Y black female professionals. This is discussed in the next chapters. The next chapter provides a literature overview in order to provide a theoretical background to the study.

Chapter 2

Literature Review

2.1 Introduction

This chapter discusses the theoretical framework of this research. It describes the concept of retention and the generational differences (i.e. Generation Y, X, and Baby Boomers) in relation to retention. The challenges that organisations face in relation to retention are explored, as well as the challenges that women face in the workplace. The factors that contribute to retention in general are described. The psychological and professional effects of women who experience these challenges are discussed in this chapter, as well as employee retention strategies. Lastly, the overall conclusion of this chapter is discussed in the end.

2.2 Theoretical Overview

The theoretical framework that describes this research generally relies on feminism and gender equality. Feminism seeks to create an unprejudiced world for women (Hesse-Biber & Leavy, 2011). It is produced from historical struggles that women faced and seeks to create contextualised and partial truths and to avoid knowledge claims that historically oppressed women and other marginalised groups (Hesse-Biber & Leavy, 2011). There are different schools of feminism. They are liberal, Marxist, radical, socialist cultural, postmodern, and multicultural/global feminism.

2.2.1 Liberal Feminism

Liberal feminism states that women share the same rational human nature as men do and therefore they should be given the same civil rights and educational opportunities as men (May, 2012). This school of feminism comes from liberalism theory where human beings are seen as rational individuals who have intrinsic worth and are independent of any immediate

political or social condition (McRobbie, 2013). It emphasizes human equality in that all men must be considered created equal and therefore worthy of the same respect and dignity (Oksala, 2013). It is argued that equality rests on the fact that all individuals have the same capacity for pleasure and therefore the happiness of society is maximized when everyone has the same amount of income or wealth (Roberts, 2012).

Liberal feminism also emphasizes that individuals should be free to use and enjoy their possessions as long as that freedom does not interfere with the freedom of others (May, 2012). The emphasis of liberal feminism is on gender equality and equality of opportunity in that everyone deserves an equal chance to develop their moral and rational capacities so that they can achieve self-fulfilment and individual autonomy (Oksala, 2013). As society has a false belief that by nature women are less physically capable and intellectual than men it excludes women from many opportunities and the true potential of women goes unfulfilled (McRobbie, 2013). The objective for liberal feminism is freeing women from oppressive gender roles (Kidd, 2013). However the problem with liberal feminism is that it tends to accept male values as universal values in that women should want to become like men and aspire to masculine values (Roberts, 2012).

2.2.2 Marxist Feminism

The emphasis of Marxist feminism is on class, wealth and capitalism (Luxton, 2014). It is argued that capitalism is the cause of women's oppression (Luxton, 2014). It argues that the capitalist system must be replaced by a socialist system where the means of production belong to all because it perpetuates the subordination of women by enforcing their economic dependence on men (Wright, 2014). Also it argues that women must have equal participation in the economic production process (Wright, 2014). It rejects the individualism of liberal feminism and emphasizes our social nature as our social existence (i.e. the kind of work we do) that determines our consciousness (Arruzza, 2016). Marxist feminism sees women as a distinct economic class rather than as individuals (Peterson, 2012). The problem with Marxist feminism is its vague differences between distinct economic classes of men and women and it does not make room for issues unrelated to the nature and function of work (Arruzza, 2016).

2.2.3 Radical Feminism

Radical feminists are more concerned with sexuality and socialization than with labour (Mackay, 2015). It is focused on culture as well as the psychic, sexual, and ideological structures that differentiate the sexes (Fitch, 2016). It argues that women's biology is closely related to their oppression as well as the manifestations of sexual violence (Williams, 2016). They believe gender is the unquestioned framework in terms of which we perceive and interpret the world, and they do not see women as an economic class but rather as a class defined by the sex/gender system (Fitch, 2016). With radical feminism it is also believed that sexuality is the root cause of oppression in that women are oppressed because they are women (Williams, 2016).

It focusses on the subordination of women as its primary concern, revealing how male power is exercised and reinforced through such practices as sexual harassment, pornography, rape, prostitution, housework, childbearing, marriage and love (Alabi, Bahah, & Alabi, 2014). In response to the domination of women by men, radical feminists have tried to celebrate womanhood by focusing on the creative power inherent in women's biology (Alabi, et al., 2014). Biology gives rise to those psychological characteristics linked with women which are nurturance, warmth, emotional expressiveness, practical common sense, and endurance (Allin & West, 2013). The issue with radical feminism is that they celebrate womanhood in a way that has already been defined as feminine by the patriarchy, which is a system of government or society in which men hold the power and from which women are largely excluded (Allin & West, 2013).

2.2.4 Socialist Feminism

Social feminism's emphasis is on class, gender and racial domination (Roelofs, 2018). It looks at critically understanding the realities of the lives of women of colour, working-class women, disabled women, poor women, the economically privileged, old women, heterosexual women, and lesbians (Roelofs, 2018). Socialist feminism focuses on the dialectical relationship between two distinct yet interrelated systems of oppression which underlie gender inequality which are capitalism and patriarchy (Hall, 2013). Capitalism is an

economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state (Benschop & Verloo, 2015). It argues that women's oppression is complexly determined by a variety of forces including social, psychological and economic (Benschop & Verloo, 2015). It states that capitalism, racism, and male dominance are inseparable (Ghodsee, 2014). It is more historical than biological and more specific than universal (Ghodsee, 2014). It recognizes all the important differences among human beings such as class, age, sex, ethnicity, nationality, race and sexual orientation (Lynn, 2014). They believe that a women's life experience is shaped by all these dimensions (Lynn, 2014). The issue with socialist feminism is that it does not reduce oppression to one single type or cause (Hall, 2013).

2.2.5 Cultural Feminism

Cultural feminism is a branch of radical feminism (Mellor, 2018). It identifies the suppression of different female qualities, values, and experiences as the primary cause of women's subordination (Mellor, 2018). It does not focus on the elimination of patriarchy but rather seeks to create an alternative female consciousness where existences of gender differences are stressed by the identification, nurturance of women's qualities and rehabilitation (Fraser, 2013). It advocates lesbians as a personal and political choice that expresses ultimate rejection of patriarchy (Hirsch & Keller, 2015). It creates separation from men in every way (Hirsch & Keller, 2015).

2.2.6 Postmodern Feminism

Postmodern feminism emphasizes that all women are different (Hekman, 2013). It questions and rejects traditional essentialist practices, as established in and by modernity (McNay, 2013). It rejects the western ideal of establishing universal grand narratives as a means of understanding and explaining society (Hennessey, 2012). It directly challenges the claims of a unified subject (McLaren, 2012). It recognizes differences, making room for all to contribute and thus having views from everywhere and eliminating the practice of posting one way or one understanding as representing or being 'truth' (Yuill, 2012).

2.2.7 Multicultural/Global Feminism

Multicultural feminism examines how gender, class, sexuality, and race operate as an interacting system of subordination (Roseneil, Halsaa & Sümer, 2012). It addresses the social forces that divide women and focus on how to value cultural diversity (Falcón, 2012). It examines the connections between gender issues and national liberation, military dictatorship, colonization and democracy (Murib & Soss, 2015). It also examines the role of women in the global economy (Saeed, 2012). Its' goal is for the new generation to increase awareness of the commonalities and differences women of all cultures and races experience (Iverson & James, 2014). However, it has been challenged on whether or not multicultural feminism can actually produce measurable results due to a lack of existing survey tools to examine or quantify those experiences (Karim & Nasir, 2014).

Table 2.1 summarizes the differences of the schools of feminism.

Table 2.1: Different schools of feminism

School of feminism	**Lens**	**Emphasis**	**Explanation**	**Possible Weakness**
Liberal Feminism	Gender and gender equality	Equality of opportunity	Women share the same rational human nature men do and so should be given the same educational opportunities and civil rights as men are given.	Accepts male values as universal values.

School of feminism	Lens	Emphasis	Explanation	Possible Weakness
Marxist Feminism	Class	Class, wealth, capitalism	Women's oppression originated in the introduction of private property. Capitalism is the cause of women's oppression.	Failure to make room for issues unrelated to the nature and function of work.
Radical Feminism	Sex/gender and sexuality	Biology, sex/gender system, patriarchy, power, dominance, hierarchy.	Women's biology is closely related to their oppression, as well as all the manifestations of sexual violence.	Celebrating womanhood in a way that has already been defined as feminine by the patriarchy.
Socialist Feminism	Marxism, psychoanalysis, radical feminism	Unity and integration of capitalist system and patriarchy.	Women's oppression is complexly determined by a variety of forces, including economic, social, and psychological.	Refuses to reduce oppression to one single type or cause.

School of feminism	Lens	Emphasis	Explanation	Possible Weakness
Cultural Feminism	Culture	Seek to create an alternative female consciousness where existences of gender differences are stressed by the identification, rehabilitation and nurturance of women's qualities.	Identify suppression of distinctive or different female qualities, experiences, and values as the primary cause of women's subordination	Separation from men in every way.
Postmodern Feminism	Race, culture, class	Diversity (race, culture, class).	All women are different and thus can never generalize.	A feminist theory is not possible.
Multicultural/Global Feminism	Imperialism or post colonialism.	Race, difference.	Focuses on how to value cultural diversity.	It has been challenged on whether or not multicultural feminism can actually produce measurable results due to a lack of existing survey tools to examine or quantify those

				experiences.

2.2.8 Gender Equality

Feminism has been discussed as a theoretical framework of this study. Gender equality as another aspect of the theoretical framework of this study is now explored. Gender equality is when men and women enjoy the same opportunities and rights across all sectors of society, including participation in the economy and decision-making, and when the different aspirations, needs and behaviours, of men and women are equally favoured and valued (Krook & True, 2012). It does not mean that men and women have to become the same, however it means that their responsibilities, opportunities and rights will not depend on whether they are female or male (Chant & Sweetman, 2012).

The issue of gender inequality still seems to exist globally and locally. Women in the past were not taken seriously and were excluded from contributing meaningfully in the economy (Allison & Risman, 2013). Society believed that their place was only at home and not in the workplace (Allison & Risman, 2013). Access to education and employment was restricted for women (Kabeer & Natali, 2013). Fortunately the participation of women in the labour force globally and locally, has increased over time due to legislation that challenged the discrimination and oppression of women in society (Kabeer & Natali, 2013).

However, even though women, both black and white, experienced discrimination and gender oppression in the past, white women had more advantages than black women (Gibbs, Willan, Misselhorn, & Mangoma, 2012). Although legislation has improved in giving preference to black women over white women, specifically in terms of employment, they are still not developed and promoted in the workplace as they should be (Shefer, 2014). Black women in South Africa have suffered a lot of oppression simply because they are both female and black (Currier, 2012). Black women have tolerated the impact of the apartheid regime in South Africa (Gibbs et al., 2012). They raised their voices in the history of resistance to apartheid and paid the price of repression and death along with their male counterparts (Lumby, & Azaola, 2014). Apartheid enforced laws that devastated black women's daily lives and

attempted to deprive them of companionship, support, and family life (Lumby, & Azaola, 2014).

On all social fronts, black women remain in the background (Kabeer & Natali, 2013). They have been the least equal of all groups in South Africa (Currier, 2012). Apartheid's laws hindered the entry of black women in the workplace (Patel, 2012). They predominantly worked in the service and agricultural areas, holding the least skilled, most insecure jobs and lowest paying jobs (Wing & de Carvalho, 1995; Rogan, 2016). White women had better access to clerical and administrative positions (Comaroff, 2013). Most black women were employed in production work in the clothing, food, and textile industries (Comaroff, 2013). Only a small number of black women professionals were employed, even so they were still given lower status jobs such as nursing and teaching (Jayachandran, 2015).

Hence there is a need for women empowerment (Duflo, 2012). Empowerment is a social process involving change at the level of organisations, individuals, societies and communities (Grabe, 2012). It is the process by which those who have been denied the ability to make choices acquire such ability (Grabe, 2012). It has become crucial for organisations to empower women, especially black women, so that they remain competitive in the market (Cornwall, 2016). This has given a lot of women the opportunity to enter the labour force (Cornwall, 2016). The goals of gender equality and women empowerment is to increase women's share of wage employment in the non-agricultural sector, increase the proportion of seats held by women in national parliaments, and to close the gap in education at all levels (Duflo, 2012).

The root cause of this research is equality. For organisations, particularly South African organisations, there is a need to face the issue of job hopping among young (i.e. Generation Y) black female professionals that has emerged from the inequality that the Apartheid regime implemented. The Apartheid regime did not treat black people as equal to white people. It also did not treat black and white women as equal to men. It was worse for black women in comparison to white women. South Africa has implemented new laws since it became a democratic country to correct and eliminate inequality in terms of race and gender, not just in the workplace, but in society in general, in that women, particularly black women, are now

given preference over men and white people when it comes to employment. They are also now given the same educational and growth opportunities as men and white people.

Hence this research relies on feminism and gender inequality theoretical framework and specifically looks at black women. In terms of feminism it relies specifically on liberal feminism because liberal feminism states that women share the same rational human nature as men and therefore they should be given the same civil rights and educational opportunities as men (Krook & True, 2012). It emphasizes human equality in that all people must be considered created equal and therefore worthy of the same respect and dignity (Shefer, 2014). It also relies on gender equality because gender equality is when men and women enjoy the same opportunities and rights across all sectors of society, including participation in the economy and decision-making, and when the different aspirations, needs and behaviours, of men and women are equally favoured and valued (Krook & True, 2012). It does not mean that men and women have to become the same, however it means that their responsibilities, opportunities and rights will not depend on whether they are female or male (Chant & Sweetman, 2012).

Liberal feminism and gender equality is important for this research because feminism and gender equality are theories and practices that are encouraged today in society to correct the past where women were discriminated against. One of the ways to correct the past is by empowering women and treating them equally by giving them the same opportunities as men in society and the workplace. This research looks at the retention of Generation Y black female employees which is a way of empowering women and giving them opportunities they did not have in the past. It looks at Generation Y because they are those who are mostly employed and specifically black because they fall under the previously disadvantaged groups who are now given first preference when it comes to employment (Arnesen, 1998).

2.3 Retention

Retention is defined as the percentage of employees who remain in an organisation (James & Matthew, 2012). The opposite of retention is turnover, which refers to the percentage of

employees who leave an organisation due to certain reasons (Hom, Mitchell, Lee, & Griffeth, 2012). Organisations desire high retention levels and to retain employees they strive to be the best to work for because that is what employees want (Das & Baruah, 2013). To be the best, organisations need to attract the best talent, keep employees satisfied, motivate them to improve their performance, and develop their skills for their growth (Sinha & Sinha, 2012).

It is important that organisations retain their employees and have low levels of turnover because turnover has a negative impact (Aruna & Anitha, 2015). Turnover has high financial costs on the organisation (ALDamoe, Yazam, & Ahmid, 2012). The organisation's survival becomes an issue in that the loss of employees with critical skills can cause an organisation to fail (ALDamoe et al., 2012). Employees who leave cost the organisation time and money (Davis, 2013). Also, turnover causes a productivity gap, workflow interruptions and has a negative impact on the quality of service to both internal and external customers (Davis, 2013).

Looking at the importance of retention in organisations in the South African context, the South African marketplace has been impacted by the country's economic, social and political history (Grobler & De Bryun, 2012). As mentioned, apartheid restricted black employees in the workplace, and to address this and ensure the equitable representation and advancement of designated groups the Employment Equity Act introduced affirmative action (Jain, Horwitz, & Wilkin, 2012). Following that the Broad Based Black Economic Empowerment Act (BBBEE) came with the express purpose of increasing the participation of black ownership of major industrial companies (João & Coetzee, 2012). Organisations are required to implement this while they compete internationally and protect their local markets (Jain et al., 2012).

One of the challenges that South African organisations face is that its' leaders have to gain skills that will enable them to manage the post-apartheid organisational culture and business dynamics effectively (Graven, 2014). This includes managing diversity brought into organisations by the new demographic employee pool (Barak, 2016). Furthermore, language and ethnic diversity, gaps in income levels and affirmative action, opportunities and

education has an influence on the complexity of organisational culture in South African businesses (Barak, 2016).

For leaders to manage diversity within South African organisations they need to ensure that organisational cultures includes and encourages full participation of all the diverse employees (Graven, 2014). It is imperative for the current organisational leaders to serve as role models for this so that future leaders also become successful in managing the diversity within the workplace (Harvey & Allard, 2015). This can be done through mentoring and coaching and ensuring that they believe in organisational change and appreciate the advantages of workplace diversity (Patrick & Kumar, 2012).

This seems to have an influence on South African organisations challenge to retain talent. Research has shown many other reasons of the percentage of turnover in South African organisations and the challenge of retaining talent will be discussed later in this chapter (Wallis & Winternitz, 2004 as cited in Armstrong, 1996; Buckingham, 2000; Byham, Smith & Paese, 1999; Kaye & Jordan-Evans, 2000; Cappelli, 2000a; Tshitangano, 2013; Van Dyk & Coetzee, 2012; Coetzee & Stoltz, 2015).

2.4 Generation X, Y, Z and Baby Boomers and retention

Research has shown that organisations struggle with retaining employees and particularly Generation Y employees, as they seem to be the one generation that job hops a lot (Chung & Fitzsimons, 2013). This is elaborated on in a discussion on the different generations' (X, Y, Z and Baby Boomers) expectations and preferences in the workplace and how these have an impact on retention.

2.4.1 Generation X

Generation Xers were born between 1968 and 1979 (Thompson & Gregory, 2012). They value work-life balance, are self-reliant, independent and autonomous (Thompson &

Gregory, 2012). They are not very loyal to their employers, but very loyal to their friends and families (Festing & Schäfer, 2014). Also, they like skills development and learning (Farr-Wharton, Brunetto & Shacklock, 2012). They are results oriented, have strong technical skills (Solnet, Kralj & Kandampully, 2012). Xers are not intimidated by authority (Strawderman, 2014). They are not necessarily motivated by money, however, without money they may be demotivated (Taneja, Pryor & Oyler, 2012). They like constant feedback, prefer flexible working hours, and can adapt to change (Solnet et al., 2012). Xers are creative, entrepreneurial, pragmatic, individualistic, and like teamwork (Farr-Wharton et al., 2012; Festing & Schäfer, 2014).

2.4.2 Generation Y

Generation Y are people born between 1980 and 1999 and are now the largest group of people in the workplace (Aruna & Anitha, 2015). Generation Y seems to be quite different from other generations with regards to preferences and goals in the workplace. Generation Y are considered to be open-minded, never-heard-the-word-no-before children, and are techno knowledgeable (Berkup, 2014). Marcinkus (2012) argues that Generation Y want immediate incentives and see time as currency. For them loyalty must be earned and most of them live for the moment (Marcinkus, 2012). They also need to be led by example for them to stay in an organisation for a long time (Aruna & Anitha, 2015).

In comparison to previous generations, Generation Y employees like to job-hop every six to twelve months, they prefer to participate in decision making and not be commanded or controlled, and they seek out new challenges (Puybaraud, 2009; Scott, McMullen & Royal, 2012). Promar International (2001) indicated some key characteristics that Generation Y has like realistic, independent and hardworking. Compared to previous generations they are ethnically more diverse in the workplace which results in them showing a high degree of tolerance towards different behaviours, lifestyles and cultures (Longmore & Ronnie, 2014). They are also economically more optimistic than the previous generation (Longmore & Ronnie, 2014).

Below are some Generation Y general traits that were identified (Kruger, 2010 as cited in Kane, 2010; Aruna & Anitha, 2015; Berkup, 2014; Marcinkus, 2012; Scott et al., 2012):

- Attention craving in that they want to be given guidance and feedback. They want recognition and frequent reassurance and to be kept in the loop at all times. They want mentors who will help guide and develop their careers.
- Technologically knowledgeable: This means that they grew up with technology and rely on it to be effective in their jobs. They prefer to communicate through electronic mail and text messaging than face-to-face and prefer online technology than traditional lecture-based presentations.
- Achievement oriented: They are confident and ambitious. They want to be part of meaningful work, question authority and seek new challenges, and have high expectations of their employers.
- Team oriented: They value teamwork and seek recognition and input of others.
- Family oriented: They are willing to trade high pay for flexible and fewer working hours and better work-life balance.

This generation has been branded as a group that is spoiled, disengaged and looks at the world through the prism of self-interest (Berkup, 2014). The challenges that organisations face with Generation Y's is that they are difficult to attract and when they are hired, they do not stay for a long time (Tladi, 2015). They are also entrepreneurially spirited (Schawbel, 2013).

There are a number of reasons for the high rate of turnover amongst Generation Y. One of the reasons is that they move fast because they want to be challenged (Park & Gursoy, 2012). They become easily bored and leave when a job fails to demand their best for a long time (Lub, Nije, Matthijs, Blomme & Schalk, 2012). In comparison to previous generations they are not loyal to their employers instead they are loyal to people meaning that peer and manager relationships are important to them (Bakanauskienė, Bendaravičienė, & Bučinskaitė, 2016). Changing jobs for this generation is not threatening and they expect to have an easy time finding employment (Park & Gursoy, 2012).

The other challenge of employing Generation Y is their need for work-life balance (McCracken, Currie & Harrison, 2016). In contrast baby boomers have been willing to work long hours up to seventy hours per week to get work done (Sujansky & Ferri- Reed, 2009; Chan, Tam, Lung, Wong & Chau, 2013). However, as time passed there was a decline in job security and working for long hours for baby boomers faded (Sujansky & Ferri- Reed, 2009; Zopiatis, Krambia-Karpadis & Varnavas, 2012). Generation Y employees want to join companies where they can grow and learn professionally and personally (Kaifi, Nafei, Khanfar, & Kaifi, 2012). Several recommendations have been made on how organisations can retain Generation Y employees', however what they all have in common is that they recognize that the factors which would make Generation Y employees stay with the organisation need to be aligned with the generation's specific expectations and attributes (Kaifi et al., 2012).

The following are some of the inputs to the development of Generation Y specific retention strategies that have been suggested (Kibui & Kanyiri, 2014).

- Managers who care
- Exciting and challenging work
- Feedback
- Having a clear career path and development
- Training programs
- Intrinsic reward system
- Work-life balance
- Flexible benefits
- Autonomy
- Mentorship

Table 2.2 shows the differences between traditional and Generation Y work ethic.

Table 2.2: Differences between traditional and Generation Y work ethic.

Traditional Work Ethic	**Generation Y Work Ethic**
Follow the rules no matter what.	Follow rules that work and make their own rules if they do not.

Traditional Work Ethic	Generation Y Work Ethic
Work comes first.	Life comes first.
Seniority = promotion.	Talent = promotion.
Work is based on hours.	Once work is finished I can leave for the day, even if it is before 5 pm.
9 to 5 with overtime expected.	No defined work clock.
Dress the part at all times.	Dress the part when necessary.
Will change to meet the needs of the organisation.	Expect the organisation to change to meet their needs.
Preference for face-to-face contact.	Preference for digital contact.

Adapted from Lipkin & Perrymore (2009, p. 129) as cited in Kruger (2010)

2.4.3 Generation Z

Generation Z is briefly discussed as they are the most recent however they have not entered the workplace and fall outside the scope of this study. Generation Z are people born since 1995 and they also called the Children of Internet or Digital Generation (Levickaite, 2010). Research shows that their traits are speed, reliance, freedom, addiction to technology and individualism (Singh & Dangmei, 2016). Also, they are impatient and their attention span is short, and they tend to be innovative and efficient (Berkup, 2014).

2.4.4 Baby Boomers

Baby boomers are people born between 1943 and 1965 (Sinha & Sinha, 2012). They believe that sacrifice and hard work are essential for success (Sparks, 2012). They are competitive,

loyal towards their employers, like group decision making, teamwork and collaboration (Ozcelik, 2015). Also, they are confident in completing their tasks and like to be recognized, which makes them feel insulted by constant feedback (Costanza, Badger, Fraser, Severt, & Gade, 2012). They are described as more process than result oriented (Young, Sturts, Ross, & Kim, 2013).

Baby boomers have been described as accepting diversity, avoid conflict, are liberal and optimistic (Young et al., 2013). They seek job security, value personal gratification and growth, and health and wellness (Ozcelik, 2015). They are good with relationships, and thrive on the possibility of change (Constanza et al., 2012). They may be technically challenged and value the chain of command (Sparks, 2012).

2.4.5 Generational Differences and Similarities

As discussed, it shows that there are differences in work related characteristics and expectations among the different generations. Table 2.3 provides a summary of Generation X, Y and Baby Boomers differences in their work related characteristics and expectations.

Table 2.3: Generational differences in work related characteristics and expectations

	Baby Boomers	**Generation X**	**Generation Y**
Attitudes towards authority/rules	• They are not comfortable with interacting with authority figures.	• They are comfortable with interacting with their superiors. • They are not impressed with titles and do not find them intimidating,	• They believe that respect is earned.

	Baby Boomers	Generation X	Generation Y
		and they are comfortable with authorities.	
Preferred leadership attributes	• Credible • Trusted • Farsighted	• Credible • Trusted • Farsighted	• Listens well • Dependable • Dedicated
Expectations regarding respect	• The boss deserves respect. • Like special treatment.	• Respect is given when earned. • They want to be listened to. • They want to be appreciated.	• Respect is given when earned. • They want to be listened to. • They want to be appreciated.
Top development areas	• Computer training • Skills training in areas of expertise. • Leadership	• Leadership • Skills training in areas of expertise. • Team building	• Decision making • Problem solving • Skills training in areas of expertise. • Leadership
Perceived elements of success	• Use computers • Willingness to learn new things. • Get along with people • Meet deadlines • Organisational skills	• Use computers • Meet deadlines • Willingness to learn new things. • Speak clearly and concisely. • Get along with people	• Use computers • Meet deadlines • Multitasking • Willingness to learn new things. • Speak clearly and concisely.

	Baby Boomers	Generation X	Generation Y
Feedback and supervision	• They may be insulted by continuous feedback.	• Prefers feedback immediately and continuously.	• Prefers feedback immediately and continuously.
Work/life balance	• Sacrifice personal life for work.	• Value work/life balance.	• Value work/life balance.
Attitudes regarding loyalty to their employer	• Value company loyalty and commitment.	• Less loyal to companies, but loyal to people.	• Loyal and committed when dedicated to a cause, product or idea.

Adapted from Tolbize (2008, p. 8)

While there are differences across these generations there are some similarities between them which are summarized in table 2.4.

Table 2.4: Generational similarities in work related characteristics and expectations

	Baby boomers	Generation X	Generation Y
Top reasons for happiness in the workplace	1. Feeling valued 2. Recognition and appreciation 3. Supportive environment 4. Leadership they can	1. Feeling valued 2. Recognition and appreciation 3. Supportive environment 4. Capable workforce	1. Feeling valued 2. Recognition and appreciation 3. Supportive

	Baby Boomers	**Generation X**	**Generation Y**
	relate to. 5. Capable workforce	5. Leadership they can relate to.	environment 4. Capable workforce 5. Being part of a team.
Concerns related to change	1. Doing the same work with fewer resources. 2. Resistant to change 3. Changes in both the internal and external environment. 4. Change that is unnecessary, disorganized or both. 5. Technological changes	Similar	Similar
Top values	1. Family 2. Integrity 3. Love	1. Family 2. Love 3. Integrity	1. Family 2. Love 3. Spirituality
Reasons for staying in an organisation	1. Better compensation 2. Opportunity to advance within the organisation. 3. Better quality of life. 4. Learning and	Similar	Similar

	Baby Boomers	Generation X	Generation Y
	development 5. Recognition and respect		
Most important aspects of workplace culture	1. Fair 2. Ethical 3. Straightforward 4. Professional 5. Collaborative/team feeling	1. Fair 2. Ethical 3. Straightforward 4. Collaborative/team feeling 5. Friendly/social	1. Fair 2. Ethical 3. Friendly/social 4. Straightforward 5. Professional
Attitudes towards teamwork	1. Likes teamwork	Similar	Similar
Attitudes regarding flexibility	1. Freedom to set own hours if the work gets done	Similar	Similar

Adapted from Tolbize (2008, p. 11)

Research done by Deloitte and Touche (IMPACT survey, 2007) showed that there is a gap between what Generation Y wants and what organisations offer. According to the results of this research it is believed that Generation Y wants to change the world and they believe that they can. Secondly the results show that this generation is more educated, well-off and ethnically diverse compared to previous generations. Thirdly, they see jobs as more than a means to get a salary but they care about what the company stands for and expect corporate social engagement to form part of the employer's DNA. Fourthly, they want to work for organisations that will allow them to incorporate community involvement into their professional and personal development.

Also, the results show that Generation Y believes in organisations offering skill-based volunteerism instead of coaching a team or donating money. In that way they feel they can have the largest impact in the community. Lastly, the research showed that this generation

believes in this to the point where they want organisations to incorporate volunteerism into their career development.

Promar (2001) stated that Generation Y have a taste for fast food which indicates that organisations need to make preparations for food facilities of some sort. Another reason why Generation Y leave their jobs is because of poor management/leadership (Marcinkus, 2012). Research shows that the relationship that employees have with their bosses determines 50% of work-life balance (Ashby & Pell, 2001). In general, employees want managers who know and understand them, who they can trust and treat them fairly (Scott et al., 2012). They want a boss who is caring, aware and close (Park & Gursoy, 2012).

This generation likes to have fun both in and out of work, and they like to be associated with everyone in the organisation as a whole (Tladi, 2015). They are also clear on what training is needed for them to progress in their careers (Hausnecht, Rodda, & Howard, 2008; Kaifi et al., 2012). They continuously learn and acquire new skills (Longmore & Ronnie, 2014). During job insecurity they would rather start their own business or take multiple jobs than have one only job (McCracken et al., 2016).They grew up being taught the importance of asking for what you want and therefore they are not afraid to ask difficult questions in the workplace (Marcinkus, 2012).

2.4.6 Generation Y, Gender, Race and Retention

The differences and similarities of the different generations have been explored above following this is a discussion on specifically, retention, in relation to Generation Y black female employees. There has been research on Generation Y gender differences when it comes to work related beliefs (Fernandez, 2009). Generally research shows that males find compensation more important than females (Elizur, 2001; Guillot-Soulez, & Soulez, 2014). It also shows that females are more concerned with meaningful and challenging work in comparison to males (Singh, 1994; Favero & Heath, 2012). Females tend to be satisfied when they are involved in their work and perform well in comparison to men (Favero & Heath, 2012).

Also, it has been found that women find flexible work hours, interaction with people and co-workers to be very important compared to men (Gin Choi, Kwon, & Kim, 2013). Fernandez (2009) found that regarding work engagement and career development, men have higher levels of career development and work engagement in comparison to women. Men believed that their career goals could be met at their current company (Guillot-Soulez, & Soulez, 2014). Basically they tend to stay longer in one company compared to women (Gin et al., 2013).

In relation to race, organisations struggle with retaining black employees because in the past they were discriminated against and now they are given a lot of opportunities and preferences when it comes to employment, so this allows them to job hop from one job to another (Arnesen, 1998). In South Africa the majority in the population and labour force are black people and based on Affirmative action and Employment Equity they tend to job hop a lot, more specifically young (Generation Y) employees as they are the majority in the labour force (Statistics South Africa, 2017; DAV, 2013; Human Sciences Research Council, 2010).

Although affirmative action has made progress in giving black people preference when it comes to employment and empowers women by giving them more opportunities in the workplace then men, as discussed, black women are still not being promoted and developed in the workplace as they should be (Rangaka, 2011). As a result, organisations have been challenged to promote and develop black women in the workplace (Rangaka, 2011), which gives them more opportunities to seek better jobs. This has become a challenge for organisations to retain them.

2.5 Employee Retention Strategies

A lot of research has been conducted on retention as a challenge for organisations. Based on this there was a need to research on strategies to improve employee retention (Yang, Wan & Fu, 2012). The following is a discussion on employee retention strategies. Kreisman (2002) argued that in general there are a few employees who are fully engaged in their work. They

are either not actively disengaged or not engaged, with more being not engaged (Kreisman, 2002). Turnover is defined as a measurement of whether an organisation or business' employees plan to leave their positions or when that organisation plans to remove employees from positions (Yang, et al., 2012). Employee retention is a process where employees are encouraged to stay in an organisation for a long time (James & Matthew, 2012). There are various causes for turnover, which results in a loss of management time, create pressure in workforce planning and a multiple of costs which are indirect (e.g. dissolution of organisational memory, negative impact of culture) and direct (e.g. training, and recruitment of replacement staff) (James & Matthew, 2012).

There are two main drivers of employee turnover, namely ease of movement (actual or perceived job alternatives in the external market), and desirability of movement (the individual's satisfaction with the job) (Hausnecht et al., 2008). There are numerous reasons why employees leave organisations. Research has shown that money is not the only reason why employees leave their organisations (Bryant, & Allen, 2013). The following are some of the things that made employees leave their organisations (Kreisman, 2002; Das & Baruah, 2013):

- No career opportunities
- Poor management/leadership
- Feeling unappreciated or not valued

The following is what attracts employees to organisations

- Potential for significant financial reward
- Career opportunities
- Skills development

Research has shown that the factors that influence retention include opportunities for advancement, empowerment, meaningful and challenging work, new challenges, responsibility and managerial integrity (Govaerts, Kyndt, Docky, & Baert, 2011). Some other motivational variables are freedom for innovative thinking, training and development, interesting work, and job security (Samuel & Chipunza, 2009). The challenges that managers face with regard to retention are not only on how to minimize the possibility of losing good

employees, but also on how to identify the employees an organisation needs and wants to keep (James & Matthew, 2012).

Maintaining high levels of organisational commitment in an environment of complex workplace dynamics has implications on the sustainability of the organisations, and as the modern business world is constantly changing, retention management has become a major source of competitive advantage (James & Matthew, 2012). Research has shown that a lot of retention dimensions are different based on job levels and performance (Hausnecht, et al., 2008). Also there may be value in adapting retention interventions to specific employee groups rather than implementing undifferentiated retention strategies that appeal to all employees (Bryant, & Allen, 2013).

Employer of choice infers a high employee retention rate (Sokro, 2012). For organisations to remain being competitive, the way in which they manage the employer-employee relationship can influence retention (Tanwar, & Prasad, 2016). More work is required by organisations to develop systems which will increase effectiveness and to understand the mechanisms and concepts involved in retaining employees (Tladi, 2015).

Table 2.5 shows some definitions of retention factors discussed (Tladi, 2015) and that are discussed further in this chapter.

Table 2.5: Definitions of retention factors/variables

Retention Factor	**Definition**
Workplace environment/relationships	An environment in which the workplace promotes cohesion, teamwork and networking.
Work-life balance	An environment which allows for autonomy, flexibility, ease of movement and independence.
Leadership/Management	Servant leadership where leaders want to serve first before leading.

Retention Factor	Definition
Career development	An organisation which offers a clear career growth plan. A career path aligned with personal life interests.
Technology	An organisation which is technology savvy and innovative.
Community development	An organisation that is active in the community.
Intrinsic reward system	Being rewarded in a manner which results in personal satisfaction (e.g. sense of meaning, choice, progress; recognition).
Advancement opportunities	The amount of potential to move to higher levels within the organisation.
Extrinsic rewards	The amount of pay, benefits, or equivalents distributed in return for service.
Job satisfaction	The degree to which individuals like their jobs.
Organisational commitment	The degree to which individual's identity with and are involved in the organisation.
Diversity	The inclusion of different types of people from different races or cultures in a group or organisation.
Learning and development/training	Degree to which employees feel that they can learn continuously and perform tasks that contributes toward developing their potential.

Retention Factor	Definition
Company loyalty	Working in an organisation for a long time.
Empowerment	Giving employees more responsibilities and authority to determine how they perform their tasks and delegating the power of decision and action.
Recognition	Recognized, praised or appreciated for a job well done.
Employee-manager relationship	The relationship between the employee and his/her manager in the organisation.
Person-organisation fit	The degree to which the person fits in the organisation or when a person and an organisation meet each other's needs and have common characteristics.
Feedback and coaching	Communicating the positive and negative aspects of one's performance and providing guidance on improving on those aspects.

2.6 Challenges that South African women face in the workplace

Factors that have an influence on the retention of employees may also be seen as challenges that employees face that may influence their decision to stay or leave an organisation. Based on this and as this research is focused on Generation Y black female professionals in South Africa, the following is a discussion on the challenges that they face in the workplace that has an influence on them staying or leaving an organisation.

2.6.1 Gender Inequality and Discrimination

According to research one of the challenges that women face currently in the workplace in South Africa is gender inequality and discrimination (Martin & Barnard, 2013). They seem to still struggle with being treated equally to men in terms of being given the same opportunities or valued the same as men, being paid the same as them, and not given the platforms and power to make decisions (Martin & Barnard, 2013; Department of Women, Republic of South Africa, 2015).

2.6.2 Gender Stereotypes

Gender stereotypes still seem to exist in the workplace (Heilman, 2012). These gender stereotypes portray women as socially oriented, intuitive, emotional, and homemakers as opposed to corporate leaders, whereas men are viewed as task-oriented, rational, dominant and make better leaders (Willemsen, 2002; Koch, D'Mello,. & Sackett, 2015). The fact that there is a perception that masculine qualities allow a person to succeed in senior/management positions, and that women lack these masculine qualities, result in women often being shut out of management positions (Mathur-Helm, 2004; Nadler, & Stockdale, 2012). This limits women from performing tasks that are believed to be difficult to carry out and this result in them not having sufficient experience (Brescoll, 2016).

2.6.3 Racism in the Workplace

The other challenge that still seems to exist according to research that South African women face in the workplace, particularly black women, is racism in that white men and women seem to still hold better positions, be given preference and better opportunities than their black colleagues (Govinder, Zondo, & Makgoba, 2013). According to 2017 statistics it shows that at top management level 68.5% of positions are occupied by white South Africans, 14.4% by black South Africans, 8.9% by Indian South Africans, and 4.9% by coloured South Africans (Business Tech, 2017).

2.6.4 Glass Ceiling

The other challenge that South African women face in the workplace is what is called 'glass ceiling' because of gender inequality that still seems to exist in organisations (Kiaye, & Singh, 2013). The glass ceiling is understood as the struggle for women to move up to senior, executive and top management positions in organisations (Boone, Veller, Nikolaeva, Keith, Kefgen, & Houran, 2013). Glass ceiling occurs in various ways. It occurs when women face barriers in their career advancements (Wilson, 2014). It occurs due to limited promotional prospects, when women are discouraged to take on these top positions, and while organisations may be willing to pay women high salaries, they still hesitate to place them in positions where they can make an impact on the organisation's profitability (Cook & Glass, 2014).

Research shows that in South Africa organisations accept women entering boardrooms, however the culture of demanding job requirements and long working hours discourage women from actually holding top positions (Wöcke, & Heymann, 2012). Women who are unable to adapt to the culture of long working hours and demanding job requirements are generally undermined and excluded (Smith, 2012). Research has also shown that some organisations encourage and implement flexible working hours, pregnancy and sabbatical leave, and child-care facilities to support women employees, however still practice the culture of long working hours and demanding job requirements which would make women with family responsibilities find it difficult (Sabharwal, 2013). These women tend to be viewed as lacking commitment which reduces their promotional chances (Cook & Glass, 2014). Organisational policies and cultures promote unfavourable processes for career advancements that work against women and make them feel excluded (Iaye, & Singh, 2013).

2.6.5 Window Dressing

The other challenge that women face in the workplace is what is called 'window dressing'. Window dressing is when women get promoted but yet not given room to grow in those positions by giving them the right responsibilities or opportunities to make decisions (Chernesky, 2003; Branch, Murray, & Ramsay, 2012). Organisations sometimes place

women in top management positions to comply with legislation (i.e. Employment Equity) that encourages diversity in terms of race and gender in top management levels in organisations, however they do not provide them with the support, guidance and resources for them to be successful in these top positions (Jones & Williams, 2015; Maume, 2004).

2.6.6 Pull her down Syndrome

Another challenge is that when women are given opportunities to develop through promotions and management positions, they tend to fight against each other to determine who is worthy of those positions because they know that there are generally few of these positions available (Mutsagondo, 2015). They become competitive and tend to shut doors on each other (Nkomo, & Ngambi, 2013). A term that is used to describe this is called "pull her down syndrome" which refers to women bringing each other down and not supporting each other's advancement (Hofmeyr & Mzobe, 2012). Examples of this are when women are publicly criticized in meetings, held back for promotions, not given room to make decisions, their ideas get sabotaged, and their self-esteem, ambition and confidence gets crushed by other women in senior roles (Hofmeyr & Mzobe, 2012).

Pull her down syndrome is one of the reasons why women do not mentor young colleagues (Mizrahi, 2004; Du Plessis, 2012). Barash (2006) mentioned that older women sometimes feel that their younger colleagues perceive their guidance and supervision as trying to make themselves look like they are better than them. Also the belief that women are meant to be at the bottom while men are meant to be in senior positions results in women resenting women who progress to senior/management positions (Shangase, & Proches, 2014). On the other hand women who have succeeded tend to separate themselves from 'less' successful women (Shangase, & Proches, 2014).

Also, the fact that women hardly ever find suitable female mentors results in them being shut out of social networks that provide valuable career opportunities for men ((Nkomo, & Ngambi, 2013). For instance, mentors introduced their mentees to senior management at golf courses so that whenever opportunities arise, their mentees would be the first to be

considered (Du Plessis, 2012). Women do not seem to have access to these networking opportunities and that is why they get left out (Mutsagondo, 2015).

According to research the above challenges are what generally South African women face in the workplace, besides the other factors discussed next. These challenges that South African women face shows a lack in the organisational environment areas, where there is no organisational support, knowledge sharing, fairness, networking opportunities, empowerment, advancement opportunities, development/learning opportunities, and mentoring. This then leads to the formation of the first question: *What are the challenges that Generation Y black female professionals face in the workplace?*

2.7 Drivers of Retention

A few factors that have an influence on retention have been discussed at the beginning of this chapter following the challenges that women face in the workplace that influence their decision to stay or leave an organisation. However, research has shown more factors that have an influence on the retention of employees. The following is a description expanding on some of the factors that have been discussed and some of the other factors that research discovered.

2.7.1 Company Loyalty and Empowerment

Nowadays, employees lack company loyalty compared to years ago (Kumar, & Shekhar, 2012). Years ago, employees appreciated their jobs and had a sense of pride in working in the same organisation for a long time (Phillips & Connell, 2003). Also employees have expectations when they start jobs, however, when these expectations are not met they seek better opportunities where their expectations will be met (Men & Stacks, 2013). They desire jobs where they will be independent, have autonomy and that allow flexibility (Khuong, & Tien, 2013). This gives employees a sense of empowerment (Hong, Hao, Kumar, Ramendran, & Kadiresan, 2012).

Empowerment is understood as giving employees more responsibilities and authority to determine how they perform their tasks and delegating the power of decision and action (Hong, et al., 2012). It includes involving employees in decision-making, motivational techniques, goal setting and enabling employees to work in a participative environment (Gill, Sharma, Mathur, & Bhutani, 2012). Employee empowerment creates a sense of ownership and belonging in the organisation (Ghosh, 2013). Empowered employees tend to be more confident and give their best to the organisation even in challenging times because this also creates a feeling of obligation among employees to stay in an organisation (Elnaga, & Imran, 2014).

2.7.2 Reward and Recognition

In addition to monetary rewards, being rewarded and recognized for a job well done is also important to employees (Manzoor, 2012). Aktar, Sachu, and Ali, (2012) argued that reward and recognition is critical in sustaining employee performance and it is an important aspect to retention and job satisfaction. It motivates and inspires employees to go the extra-mile and enhances loyalty (Aktar et al., 2012). It also gives employees the impression that they are valued in the organisation (Jehanzeb, Rasheed, & Rasheed, 2012). Reward and recognition is made up of three areas namely, everyday recognition, informal recognition, and formal recognition (Saunderson, 2004; Presslee, Vance, & Webb, 2013; Snelgar, Renard, & Venter, 2013; Bradler, Dur, Neckermann, & Non, 2016; Muogbo, 2013). Most organisations practice formal and informal recognition (Bradler et al., 2016). What gets missed and is as important as the formal and informal recognition is the need for everyday recognition that acknowledges everyday contributions on the job (Presslee et al., 2013). Everyday recognition validates the attitude of appreciation and caring (Muogbo, 2013). It gives support, meaning and credibility (Snelgar et al., 2013).

2.7.3 Learning and Development

Learning and development is also important for employees in that they want to develop all types of skills (Kolb, 2014). Learning and development is understood as the degree to which employees feel that they can learn continuously and perform tasks that contribute toward developing their potential (Argote, 2012). Organisations who invest in employees for

instance by paying their tuition fees, providing job-related training and constant development opportunities will retain them (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012). It has also been found to have positive effects on employee morale, empowerment, motivation, engagement, commitment, productivity and organisation's reputation and commitment (Paul & Anantharaman, 2003; Ford, 2014).

Kolb (2014) argued that learning and development programmes increase retention when they meet the employees' needs. These programmes meet the employee needs when the information provided is perceived as desirable, applicable and useful (Salas et al., 2012). There are two approaches to learning and development. The first is the gap approach where the emphasis is on what does not function well, is wrong or is lacking in an organisation (Govaerts et al., 2011). The second approach is the appreciative approach (Govaerts, et al., 2011). The emphasis is on finding and enhancing solutions that already exist (Argote, 2012). It is to further develop strengths and talents (Ford, 2014).

2.7.4 Career Development

Employees want opportunities to advance within the organisation (McShane, & Von Glinow, 2013) Employees also desire a work environment where there is care and support (Mabindisa, 2013). Career development forms part of learning and development. Research shows that career development results not only in retention but also employee commitment (Weng, & McElroy, 2012). This factor seems to relate more to women not only in South Africa but also globally as they still seem to face some challenges when it comes to career development in the workplace, as discussed in the previous section. They are still not being developed as they should be (Department of Women, Republic of South Africa, 2015). Some examples of the hindrances on career development is being excluded from decision making platforms, in South African women's cases the issue of 'glass ceiling', women being discouraged to take on top positions, and 'window dressing' (Jones & Williams, 2015; Wilson, 2014).

2.7.5 Work-life Balance

What is also important for employees is jobs that allow them to have a work-life balance (Deery, & Jago, 2015) They do not like to work long hours, in unusual working conditions and in highly stressful environments (Mazerolle, & Goodman, 2013). Work-life balance is described as people spending sufficient time working while also spending enough time on family, friends and hobbies (Kar, & Misra, 2013). Smith (2010) argued that work-life balance is necessary to achieve a satisfactory life. To achieve work-life balance among employees organisations generally provide flexible work schedules such as telecommuting (*flexible work locations and hours)*, working from home, holiday hours and flexitime (*flexible work hours)* (Mazerolle, & Goodman, 2013). Schaefer (2007) argued that flexible work arrangements can be beneficial to both the employers and employees in that it can improve the following:

- job satisfaction,
- increased productivity
- employee morale
- reduce stress and burnout
- enhance recruitment and retention
- reduced absenteeism
- employee retention

2.7.6 Employee-Manager Relationship

Another factor that has an influence on retention is the relationship between the employee and their immediate manager (Noon, Blyton, & Morrell, 2013). Campbell, Ganco, Franco, & Agarwal (2012) argued that many employees have left organisations due to conflict they had with their immediate managers. It is argued that the employee's perception about the organisation is influenced by the relationship with their supervisor (Das & Baruah, 2013). Research has shown that a positive relationship between the employee and their manager not only has positive impact on retention but also job satisfaction, organisational commitment and performance (Das & Baruah, 2013).

2.7.7 Person-organisation fit

Person-organisation fit is another factor that has an influence (Muteswa & Ortlepp, 2011). It is when a person and an organisation meet each other's needs and have common characteristics (Muteswa & Ortlepp, 2011). Research has shown that individuals are attracted to organisations whose goals are helpful in meeting the goals of the individual and this has an impact in job performance and commitment (Biswas, & Bhatnagar, 2013). There are two areas of person-organisation fit, namely needs-supplies and demands-abilities (Hogan, Chamorro-Premuzic, & Kaiser, 2013). Needs-supplies refer to the extent to which the organisation meets the needs of the individual, and demands-abilities refer to the extent that the individual's characteristics meet the needs of the organisation (Hogan et al., 2013).

2.7.8 Feedback and Coaching

Lack of feedback and coaching also has an influence on employees leaving organisations as coaching and feedback assists employees in expanding their knowledge and to deal with difficult work situations, which would enable their career growth and build up their work performance (Theeboom, Beersma, & van Vianen, 2014). Should coaching and feedback not be done accordingly Sudin (2011) argued that it may result in role conflict and role ambiguity, and subsequently causing increased job dissatisfaction. Role conflict is when an employee is expected to fill multiple roles that make demands on time, effort and energy that conflict each other, and role ambiguity is the process where roles are left undefined while retaining high expectations (Odle-Dusseau, Britt, & Greene-Shortridge, 2012).

Coaching also revolves around the notions of empowering people to make their own decisions and unleashing potential (Goff, Guthrie, Goldring, & Bickman, 2014). Coaching is dependent on trust and therefore successful coaching-style leadership implies a shift away from a command-and-control style of management based on motivation by job security, to a management style that is based more on a partnership for achieving results and commitment (Bickman, Goldring, De Andrade, Breda, & Goff, 2012). Coaching includes questioning, listening, receiving and giving feedback, motivating and communicating, rather than the

traditionally recognized skills and qualities of a successful leader like competitiveness, being in control, being seen as an expert, and solving problems (Gregory, & Levy, 2012).

2.7.9 Diversity

Diversity in the workplace refers to promoting an increased understanding, appreciation and acceptance of different types of people of different races, cultures and backgrounds (Harvey, & Allard, 2015) It seeks to change the attitudes of individuals and to some extent change their behavior (Singh, Winkel, & Selvarajan, 2013). Research shows that managing diversity in the workplace results in enhanced productivity, improves morale, decreased stress and conflict, retention and job satisfaction (Patrick, & Kumar, 2012).

2.7.10 Compensation

Another factor that has influence is compensation and benefits. Compensation is defined as money received from an employer to an employee as wages or salary (Terera, & Ngirande, 2014) Compensation is not only in the form of money but also as a form of benefits such as life and health insurance, retirement plans, pension, and allowances such as company cars (Thorp, Baqai, Witters, Harter, Agrawal, Kanitkar, & Pappas, 2012). Compensation is the foundation on which the employee-employer relationship is determined and it is one of the compelling reasons for an employee to stay in an organisation (Haider, Rasli, Akhtar, Yusoff, Malik, Aamir, Arif, Naveed, Tariq, 2015). Employee retention is achieved by the organisations paying high salaries (Bryant, & Allen, 2013; Patil, & Sharma, 2014) Hence, many organisations provide salaries that are above the market rates (Haider et al., 2015). This can be in a form of free education for children, special pay premiums and bonuses, security plans, vehicle allowance, house allowance, variable pay, and profit sharing (Terera, & Ngirande, 2014; Thorp et al., 2012).

Specifically in the South African context research was done to investigate the reasons of the percentage of turnover in South African organisations. Table 2.6 is a summary of variables valued by employees which have an influence and lead to greater retention based on the

research that was done (Wallis & Winternitz, 2004 as cited in Armstrong, 1996; Buckingham, 2000; Byham et al., 1999; Kaye & Jordan-Evans, 2000; Cappelli, 2000a).

Table 2.6 : Variables valued by South African employees that lead to retention

Broad area	Variables
Organisational environment	• Open communication/transparency • Company reputation • Job security • Organisational support and commitment • Networking opportunities • Diversity • Fairness • Knowledge sharing
Work/development environment	• Empowerment and responsibility • Availability and teambuilding exercises • Advancement opportunities • Productive and friendly work relationships • Mentoring programme • New opportunities/challenges • Development/learning opportunities • Performance evaluation and feedback • Challenging and meaningful work • Autonomy/independence • Teamwork • Recognition • Internal mobility • Role clarity

Broad area	Variables
	• Excellent co-worker quality • Manager quality and integrity • Personal fit with company
Work-life balance	• Childcare facilities • Business travel and global exposure • Longer annual leave • Flexible working hours • Option to work from home
Compensation and benefits	• Retirement benefits • Guaranteed base salary • Variable pay • Health benefits • Performance bonuses • Share options

Adapted from Wallis & Winternitz (2004, p. 26)

In summary, South African employees value organisational and work environments where there is open communication and transparency in that it helps with gaining employee trust and diminish reputational risk or damage. They also value a company with a positive reputation which results in employees being proud of working for those organisations. They value organisations that provide them with job security. They value organisations that provide support, networking opportunities, encourage knowledge sharing, feedback and coaching, and eliminate discrimination and embrace diversity. What they also find important to retain them is organisational and work environments that encourage employee empowerment and provide mentoring, teambuilding exercises as well as advancement/learning and development opportunities. Friendly work relationships, challenging and meaningful work, autonomy, reward and recognition, internal mobility, role clarity, excellent co-worker quality, manager quality and integrity, and person-organisation fit is also important to them with regards to retention.

Work-life balance is also important to them. They value organisations that encourage work-life balance through providing things such as childcare facilities, business travel and global exposure, longer annual leave, flexible working hours, and the option to work from home. Compensation and benefits is also very important to them for with regards to retention. They value organisations that offer good retirement benefits, guaranteed base salary, variable pay, health benefits, performance bonus, and share options. This then leads to the formation of the second question: *What factors contribute to the retention of Generation Y black female professionals?*

2.8 Psychological and Professional Effects

One of the objectives of this research is to explore how these challenges in the workplace affect Generation Y black female employees psychologically and professionally. The following is a discussion of research conducted on how these challenges affect women in the workplace. Research conducted by Hofmeyr and Mzobe (2012), Dhlomo (2008), Mathur-Helm (2005), Ramsaroop and Parumasur (2007), Fitzgerald (1993), Cunnif and Mostert (2012), Matthiesen and Einarsen (2001) showed the following psychological and professional affects that women experienced from the challenges discussed above that they faced in the workplace:

- High levels of stress
- Feeling of not being valued
- Disengaged
- Demotivated
- Low confidence
- Unproductive
- Low self-esteem
- Self-doubt
- Lack of assertiveness

2.8.1 Different generations and psychological traits that impacts the workplace

In addition to the psychological and professional effects discussed above, the following is a discussion on the psychological traits of the different generations in the workplace as this research looks at Generation Y. It has been argued that young people or recent generations such as Generation Y have high self-esteem and narcissism (Twenge & Campbell, 2001; Twenge, Konrath, Foster, Campbell, & Bushman, 2008; Chou, 2012; Holt, Marques, & Way, 2012). Narcissism is a good trait in that one is confident, however they may be overconfident (VanMeter, Grisaffe, Chonko, & Roberts, 2013). People who are narcissists find it difficult to get along with others and take other people's perspective, and they lack sympathy (Laird, Harvey, & Lancaster, 2015). They take more risks and experience more challenges in their performance (Westerman, Bergman, Bergman, & Daly, 2012).

Also employees who have high self-esteem can be a challenge in that they tend to react negatively to criticism (Chou, 2012). Research shows that high self-esteem is correlated, although not strongly, with task performance (Farr-Wharton, Brunetto, & Shacklock, 2012). On the other hand employees with low self-esteem sometimes take criticism and work on themselves to improve on what they have been criticized on (Marques, & Way, 2012).

The increase in narcissism and self-esteem amongst young employees i.e. Generation Y, may be part of the reasons why they have high expectations in the workplace (Van Meter et al., 2013; Chou, 2012). As mentioned earlier they have high expectations, demand constructive feedback, meaningful work and positions of influence (Deyoe, & Fox, 2012). They get excited about the vision of the organisations, opportunities that the organisations offer and management (Deyoe, & Fox, 2012). They want to make contributions and make suggestions as soon as they start as well as be promoted as soon as possible (Farr-Wharton, et al., 2012).

Also as briefly mentioned earlier, young employees appreciate authencity in that if they do not get what is promised to them they leave the job (Leask, Fyall, & Barron, 2014). Not delivering what is promised is being in breach of a psychological contract (Leask, Fyall, &

Barron, 2014). A psychological contract is the system of beliefs that an individual and their employer hold regarding the terms of their mutual agreement (Lub et al., 2012). This is important because perceived breach of contract has an impact on the employees' job satisfaction, performance and commitment (Festing, & Schäfer, 2014).

Young people have grown in a world of lots of education and employment opportunities (Twenge & Campbell, 2008). This is one of the reasons why they move from one job to the next and sometimes even find it hard to stick to one career path (Guillot-Soulez, & Soulez, 2014). With high narcissism, young employees perceive that they have a lot of talents and may find it challenging to choose the right career (Yi, Ribbens, Fu, & Cheng, 2015). Also narcissists see themselves as superior than others, they judge themselves more favourably and rate their performance higher than others (Queiri, Yusoff, & Dwaikat, 2014). This is their honest belief and also a defensive strategy for them (Queiri et al., 2014).

The favourable self-concept of narcissists can be damaging to organisations especially in roles where accurate self-assessment is required (Pînzaru, Vatamanescu, Mitan, Savulescu, Vitelar, Noaghea, & Balan, 2016). It has been argued that they are comfortable with ethically questionable sales behavior, and respond aggressively to perceived threats in the workplace (Harvey, & Dasborough, 2015).

The decline in social approval is shown in young employees' dislike to conform (Culiberg, & Mihelič, 2016). They are prepared to take risks, think out of the box and be innovative rather than doing things in a traditional way (Bevan-Dye, 2012). This decline in social approval, the rise of narcissism and self-esteem explains the reputation of young employees' job hopping (Bevan-Dye, 2012).

Locus of control is also one of the important personal traits that describe individual differences and predict behaviour in the organisation (Campagna, Wilson, Callahan & Jason, 2015). There is internal and external locus of control. Internal locus of control is understood as when individuals attribute the cause of events or outcomes to themselves, whereas external

locus of control is when individuals attribute the cause of events or outcomes to their environment (Anantatmula, & Shrivastav, 2012).

Young employees seem to be more external control believers (Clendon, & Walker, 2012). External control believers are likely to blame others and luck than take responsibility when things go wrong (Campagna et al., 2015). They also take passive roles and want to be pushed by their organisations before they do certain things (Linz, & Chu, 2013). Also they are more sensitive to organisational support and are likely to have high job satisfaction and organisational commitment when they perceive that the organisation supports them (Naim, & Lenkla, 2016). This then leads to the formation of the third question: *How do these factors affect them psychologically and professionally?*

2.9 Conclusion

This chapter discussed the theoretical framework of this research which is feminism and gender inequality. The specific school of feminism that this research relies on is liberal feminism which was also discussed in this chapter. The concept of retention was discussed, as well as the challenges that South African organisations face in general. From the literature review we gather that the main challenges that South African organisations face is managing the post-apartheid organisational culture and business dynamics effectively, which include diversity, language, gaps in income levels and affirmative action, opportunities and education.

The generational differences and similarities (Generation Y, X, Z and Baby Boomers) in relation to retention were discussed. The challenges that women face in the organisations was discussed and these are mainly gender inequality and discrimination, racism, 'glass ceiling', 'window dressing' and 'pull her down syndrome'. In other words they face lack of organisational support, knowledge sharing, fairness, networking opportunities, empowerment, advancement opportunities, development/learning opportunities, and mentoring. Factors that research has shown to have an influence on retention were discussed. These are company loyalty and empowerment, reward and recognition, learning and

development, career development, work-life balance, employee-manager relationship, person-organisation fit, feedback and coaching and compensation.

The psychological and professional effects that women experience as challenges in the workplace face were discussed, as well as generational differences in relation to the psychological traits in the workplace. Employee retention strategies have also been discussed to retain employees and in particular Generation Y employees. In conclusion there are several factors that have an impact on retention and challenges that women face in the workplace. To investigate if these factors and challenges exist this research was conducted and the next chapter discusses what research methodology was used to conduct this research.

Chapter 3

Research Methodology

3.1 Introduction

This chapter discusses the research methodology used in this research. Firstly the research paradigm used for this research is discussed. It discusses the research design and approach used. It also discusses the population used for this research, the sample and sampling procedure, and measuring instruments. The process on how data was collected and analysed is also discussed. Lastly, the ethical considerations and the overall conclusion of this chapter are discussed.

3.2 Research Paradigm

There are three major research paradigms, namely positivism, interpretive and critical paradigm. For the purpose of this study, only positivism and interpretive paradigm is discussed. Positivism is understood as looking at "the concrete social reality as something 'out there' waiting to be described and explained or at least approximated" (Hesse-Biber & Leavy, 2011. P.34). Positivist research looks at objectivity (Reiners, 2012). In that the researcher separates their values and attitudes from the research project (Taylor, & Medina, 2013). The belief is that to get a true picture of reality the researcher should separate their feelings and attitudes from the research process so that they do not have an influence on the process (Thanh, & Thanh, 2015) However, there are some disadvantages regarding the positivist paradigm. It has been criticized for failing to consider context and other social and human issues in research (Gupta, 2014).

The positivism disadvantages led to the growth of the interpretive paradigm (Gupta, 2014). Interpretive approach is understood as meaning that is constructed through interaction between

humans and objects (Thanh, & Thanh, 2015). With this paradigm, experience and perspective are considered as important sources of knowledge (Reiners, 2012). This approach seeks deep understanding by interpreting the meaning that interactions, objects and actions have for people (Taylor, & Medina, 2013).

The interpretive research paradigm is defined as knowledge that can be gained or clarified through social constructions such as consciousness, shared meaning and language (Goldkuhl, 2012). It addresses understanding the world as others experience it (Antwi & Kasim, 2015). It differs from positivism regarding what reality and knowledge is (Antwi & Kasim, 2015). With regards to reality, the belief is that it is socially constructed and depends on an individual's mind (Whiteley, 2012). It cannot be generalized into one common reality (Kapoulas, & Mitic, 2012). With this paradigm truth lies within human experience (Jayasekara, 2012). What is true or false is context and historically dependent, and culture bound (Hussain, Elyas, & Nasseef, 2013). To achieve this, the research questions are generally non-directional, descriptive and open-ended (Lukka, 2014).

On the other hand, the interpretive paradigm has been criticized for the lack of rigor and the failure to use the scientific approach (Whiteley, 2012). Also it has been criticized for the lack of generalizability (Kapoulas, & Mitic, 2012).

There are a number of interpretivist approaches that are used, namely, symbolic interactionism, dramaturgy, phenomenology, and ethnomethodology. However, for the purpose of this study, phenomenology is discussed under research design approach. Table 3.1 summarizes the comparisons between the positivism and interpretive paradigm (Chilisa, 2011 as cited in Wagner, Kawulich & Garner, 2012, p. 54).

Table 3.1: Comparisons between positivism and interpretive paradigm

	Positivist Paradigm	**Interpretivist Paradigm**
Reason for doing the research	To discover laws that are generalizable and govern the universe.	To understand and describe human nature.
Philosophical underpinnings	Informed mainly by realism, idealism and critical realism.	Informed by hermeneutics and phenomenology.
Ontological assumptions	One reality, knowable within probability.	Multiple socially constructed realities.
Place of values in the research process	Science is value free, and values have no place except when choosing a topic.	Values are an integral part of social life; no group's values are wrong, only different.
Nature of knowledge	Objective	Subjective; idiographic
What counts as truth	Based on precise observation and measurement that is verifiable.	Truth is context dependent.
Methodology	Quantitative; correlational; quasi-experiential; experiential; causal comparative; survey	Qualitative; phenomenology; ethnographic; symbolic interaction; naturalistic
Techniques of gathering data	Mainly questionnaires, observations, tests and experiments.	Mainly interviews, participant observation, pictures, photographs, diaries and documents.

As the current study's objectives are to gain understanding on the challenges that Generation Y black female professionals face in the workplace, to explore factors that have an impact on their retention, as well as to understand how these challenges and factors affects them psychologically and professionally, an interpretive research paradigm is more suitable to use in comparison to the positivism paradigm. Interpretivist addresses understanding the world as others experience it (Goldkuhl, 2012). It will then allow and assist in understanding how Generation Y black female professionals experience the workplace and how these experiences affect them. This study is more subjective than objective in that it looks beyond the factors that contribute to retention and looks more on the personal experiences and perspectives of Generation Y black female professionals.

Hence, an interpretivist paradigm was used for this research. This approach has been used in previous studies. Ove and Marie (2004) conducted a study using interpretive paradigm (phenomenological method) to explore how the employees of a company experience the concepts of customer satisfaction and retention. Mohlala, Goldman and Goosen (2012) also conducted research using the interpretive paradigm to understand the challenges faced in attracting and retaining information technology leadership team to retain employees.

3.3 Research Design

There are two types of research designs, namely quantitative and qualitative research design. Quantitative research design is defined as "descriptive research in which the collected data are subjected to formal statistical analysis" (Stangor, 2011, p. 425). In contrast, qualitative research is defined as "descriptive research that is focused on observing and describing events as they occur, with the goal of capturing all of the richness of everyday behavior" (Stangor, 2011, p. 425).

Table 3.2 shows the difference between qualitative and quantitative methods (Reichardt & Cook, 1979 as cited in Ghauri & Grønhaug, 2010, p. 105; Choy, 2014; Allwood, 2012; Yilmaz, 2013).

Table 3.2: Differences between quantitative and qualitative research design

Quantitative research design	**Qualitative research design**
• Generalisation by population membership.	• Generalisation by comparison of properties and contexts of individual organism.
• Emphasis on testing and verification.	• Emphasis on understanding.
• Analytical and particularistic.	• Holistic perspective
• Focus on facts and/or reasons for social events.	• Focus on understanding from respondent's/informant's point of view.
• Result oriented	• Process oriented
• Logical and critical approach.	• Interpretation and rational approach.
• Hypothetical-deductive; focus on hypothesis testing	• Explorative orientation
• Controlled measurements	• Observations and measurements in natural settings.
• Objective 'outsider view' distant from data.	• Subjective 'insider view' and closeness to data.

Qualitative research was used as it provided the opportunity to gain insight into the experiences of young black female professionals in the workplace and an understanding of how these experiences influence their decision to stay or move from one organisation to another, also it assisted in discovering what factors they consider as valuable for them to stay in one organisation for a long time. Most research has studied this topic using quantitative research design to explore factors that affect retention.

Qualitative research design was used instead of quantitative research design as it not only explore the factors that affect the retention of Generation Y black female employees, but it also explored their perspectives and experiences on this topic in terms of the challenges that they face in the workplace, how this affected them personally and professionally, and how this has an influence on them deciding to leave or stay in an organisation. Similar research was done by Masibigiri and Nienaber (2011) using a qualitative research design. The purpose of the research design was to explore the factors that affect the retention of Generation X public servants. The research was successfully conducted in that the factors that were found to affect the retention of Generation X public servants were leadership and drive, work content, security needs, utilization of skills, compensation, career advancement, and work-life balance (Masibigiri & Nienaber, 2011). Another research conducted by Yang et al. (2012) used qualitative research design to explore determinants of management-level employee turnover and to identify existing practices in human resource retention strategies.

3.4 Research Approach

The specific research approach that was adopted is phenomenology. Phenomenology is a method used for capturing the lived experiences of individuals (Sloan, & Bowe, 2014). Phenomenology perceives experience in various dimensions, such as how the experience is lived in space and time, our relationships with others and bodily experiences (Dowling, & Cooney, 2012). It uses

methods such as in-depth interviews, observations and written accounts such as diaries (Gill, 2014).

The aim of a phenomenological study is to interpret what all research participants share in common as they experience the same phenomenon (Croker, Trede, & Higgs, 2012). Also, it is to identify the description of shared experiences and some shared phenomenon (Anosike, Ehrich, & Ahmed, 2012). To achieve this, two basic questions are important (Wagner et al., 2012). The first question is what did the individuals experience, and secondly how did they experience it (Wagner et al., 2012).

There are two forms of phenomenological analysis. They are hermeneutic phenomenology and psychological form. Hermeneutic phenomenology is described as research that is oriented towards lived experiences and interpreting the 'texts' of life (Pietkiewicz, & Smith, 2014). These 'texts' include poetry, interviews, art, observations, and journals (Roberts, 2013). The second form of phenomenological analysis is psychological, empirical or transcendental (Petty, Thomson, & Stew, 2012). It focuses on the researcher setting aside their experiences and focusing on gaining new perspectives on the phenomenon being studied (Miles, Francis, Chapman, & Taylor, 2013). Both these forms of phenomenological analysis were used in this research. This was done by conducting interviews which allowed capturing of the lived experiences of the Generation Y black female professionals in the workplace. The interviews included open-ended questions that allowed the participants to speak openly and in-depth about their experiences to gain new perspectives on this research topic.

3.5 Population

The population is defined as the entire group of people being studied (Stangor, 2011). The population for the current study was young black female professionals from the ages of 25 to 35 years old working in the financial sector. It is young black female professionals who have

changed their jobs and moved to different organisations at least twice since their first job. Two participants changed jobs four times, one changed five times, eight changed two times, and four changed three times.

3.6 Sample and Sampling Procedure

There are two kinds of sampling, namely non-probability and probability sampling. Non-probability sampling is a process where the sample is made up or includes people that are readily available or willing to take part in the study (Acharya, Prakash, Saxena, & Nigam, 2013). The participants that are readily available and willing to participate make them free to talk (Uprichard, 2013). A non-probability sampling procedure was better to use in this case in comparison to probability sampling because it allowed control over the selection process (Lyon, 2012). Probability sampling involves a process where the sample is chosen randomly, and where the population has an independent and equal chance of being part of the study (Acharya et al, 2013).

There are a number of sampling techniques under non-probability sampling, however for the purpose of this study snowball sampling technique is discussed. The snowball sampling technique is generally used when members of a special population are difficult to locate (Waters, 2015). The first step with this technique is to approach a few individuals within the relevant population (Drăgan, & Isaic-Maniu, 2012). The second step involves asking these few individuals to approach other individuals who in turn are asked to approach more individuals (Drăgan, & Isaic-Maniu, 2012). With this technique the researcher gets involved in developing and managing the initial selection and progress of the sample, and seeks to ensure that the referrals remains within restrictions that are relevant to the study (Wig, Laumann, Cohen, Power, Nelson, Glasser, & Petersen, 2013).

The adoption of snowball sampling provided an opportunity to get more participants by asking the first few who were approached initially to recommend other individuals who are young black female professionals in the finance sector between the ages of 25 and 35, and who have changed jobs at least twice since their first job. Individuals volunteered which allowed them to be open with providing more and in-depth information with regards to their opinions and experiences.

The identified criteria of the participants, who were needed for this study, were young black female professionals between the ages of 25 to 35 working in the finance sector who have changed jobs at least twice, was used to identify and approach potential participants personally, via email or telephonically and through the use of resources such as LinkedIn. LinkedIn is a social networking site designed specifically for the business community (Techtarget, 2016). It is includes a member's profile page which emphasizes skills, employment history and education (Techtarget, 2016). LinkedIn helped with verifying if the participants have changed jobs at least twice since they started working. When the participants accepted to participate in the study they were asked to also refer other people who could be approached who met the criteria and might be interested in participating in this study. The number of participants who were interviewed for this research was 15 as it was the only number of people who agreed to participate in this study.

3.7 Data Collection Instrument

The measuring instrument that was used for this study was interviews. An interview is a two-way conversation technique and a purposive interaction where the interviewer asks the participant questions as a way to collect data about the experiences, ideas, views, beliefs, behaviours and opinions of the participant (Qu & Dumay, 2011). An interview is a valuable source of information when it is used correctly (Cleary, Horsfall, & Hayter, 2014). The aim is to obtain rich descriptive information that will help the researcher to see the world from the participant's perspective (Englander, 2012).

There are three types of interviews, namely, structured interviews, semi-structured interviews and unstructured interviews. With structured interviews all the questions to be asked are pre-determined and are asked to all the participants in the same order (Petty et al., 2012). The questions are generally open-ended with a limited number of multiple-choice questions or ranking (Rowley, 2012). This type of interviews is often used in multiple case studies or larger sample groups to ensure consistency (Grossoehme, 2014). They are more suitable for a telephone survey in comparison to an in-depth interview study (Salazar, 2012).

The advantages of structured interviews are that the researcher has control over the topics and the order of the interview (Rowley, 2012). There is a common format which makes it easier to code, compare and analyse data (Petty et al., 2012). The disadvantages of these interviews are that they rely too closely on the interview guide and may be the cause of not probing for relevant information (Salazar, 2012). Also as there is a set interview guide, the respondents may interpret, and hear or understand the questions in different ways (Grossoehme, 2014).

Semi-structured interviews make use of an interview guide or schedule (i.e. list of questions) that defines the line of analysis (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015). This technique is often used to allow the researcher to explore and probe deeper and to verify data emerging from other data sources (Low, 2013). The advantage of this type of interview is that the researcher can prompt and probe deeper for rich and relevant information (Kallio, Pietilä, Johnson, & Kangasniemi, 2016). The disadvantage of this interview is that if the interviewer is inexperienced then they may not be able to ask prompt questions or probe answers (Schatz, 2012).

With unstructured interviews the interviewer and respondent are engaged in a formal interview in that they have a scheduled time to sit and speak with each other, the interviewer has a clear plan in mind regarding the focus and aim of the interviewer that will guide the discussion, and the interviewer builds a relationship with the respondent, getting them to open up and express

themselves in their own way (Aborisade, 2013). The advantages of this type of interview are that questions are not restricted (Platt, 2012). There is flexibility and the interviewer can investigate underlying motives (Morse, 2012). The disadvantages are that they can be inappropriate for inexperienced interviewers in that they may be biased and ask inappropriate questions (Friedman, 2012). Also, the respondents may talk about inconsequential and irrelevant issues (Morse, 2012). In addition, it may be difficult to code and analyze the data (Aborisade, 2013).

Semi-structured interviews were used as the measuring instrument of the current study. They are suitable for the "exploration of the perceptions and opinions of respondents regarding complex and sometimes sensitive issues and enable probing for more information and clarification of answers" (Barribal & While, 1994, p.330). Semi-structured interviews looked at exploring the perceptions of Generation Y black female employees in relation to retention allowing deeper probing to get as much information as possible with regards to retention amongst Generation Y black female employees. The interviews were conducted for 45 – 60 minutes per session to allow participants to provide in depth information on their experiences and perspectives as 45 minutes is seen as long enough to allow this (Granot, Brashear & Motta, 2012). Interviews were spaced out scheduled a week apart to allow transcribing after each interview.

3.8 Review of Interview Questions

The interview questions used in the interviews are discussed. Please refer to table 3.3 or Appendix D for the semi-structured interview schedule that was used. The interviews were semi-structured to moderate and guide the responses. The interview sessions were divided into four main sections. This comprised of an introduction to the study, biographical questions and signing consent forms, following the sections in Table 3.3 and closure of the interviews.

Section 1 - Challenges experienced in the workplace

This section focused on getting a sense of the challenges that participants perceive young black female professionals experience as well as themselves, and how these challenges affected them psychologically and professionally.

Section 2 - Reasons for leaving previous jobs

This section focused on getting an understanding how many times they have changed jobs and the reasons for that and if it relates to the challenges they mentioned that are experienced by young black female professionals in the workplace.

Section 3 - Factors that contribute to retention

This section focused on getting an understanding of what factors contribute to the retention of young black female professionals and why they have an impact.

Section 4 - Recommended strategies to retain young black female professionals

Lastly this section focused on exploring the participant's perspectives on what strategies they think will work to retain young black female professionals.

Table 3.3: Interview breakdown

Section	Questions	Probes	Rationale
Introduction	Does participant consent to interview?	Biographical inquiry	Inform participant about the purpose of conducting the

Section	Questions	Probes	Rationale
			interview and recording the session. Go over confidentiality issues.
Section 1 - Challenges experienced in the workplace.	What do you think are the general challenges that young black female professionals face in the workplace in South Africa currently? Have you faced any of these challenges before? Can you give me examples of these challenges you have faced before? How did these challenges affect you psychologically and professionally?	Challenges they face in the workplace and the psychological and professional effects?	To get a sense of the challenges that they face in the workplace as young black female professionals and how these challenges affected them psychologically and professionally.
Section 2 – Reasons for leaving previous jobs.	How many times have you changed your job before the current one? What were your reasons for changing your job or what	Reasons for them to change jobs as much as they have?	To understand how many times they have changed jobs and the reasons for that and if it relates to the challenges they mentioned that are

Section	Questions	Probes	Rationale
	factors led to you deciding to leave the jobs you left?		experienced by young black female professionals in the workplace.
Section 3 – Factors that contribute to retention.	What factors do you think has influence on young black female professionals job-hopping a lot?	Factors that influence the retention of young black female professionals and why they do?	To get an understanding of what factors contribute to the retention of young black female professionals and why they have an impact.
Section 4 – Recommended strategies to retain young black female professionals.	What do you think organisations should do or improve on to retain young black female professionals?		To get a perspective on what strategies they think will work to retain young black female professionals.
End of interview	Final comments		Concluding the interview

3.9 Data Collection Process

The following steps were undertaken to collect data:

1. The first few potential participants who were known to the researcher having the criteria (young black females who have changed their jobs at least twice since their first job) who

work in various financial companies were approached. They were contacted directly or via email and asked to volunteer in this study. They were provided with the participant information form (refer to Appendix B), which clarified the purpose of the research and details about the study, as well as the consent form (refer to Appendix A) granting permission for participation in the study.

2. When they accepted to participate in this study and signed the consent form, meeting times and dates were scheduled to conduct interviews.
3. A consent form (refer to Appendix C) was provided prior to the interview being conducted giving consent from participants to being recorded. If they are not comfortable with it, only notes were taken during the interview and they were asked to verify the accuracy of the interview transcript.
4. The researcher explained that participation in the study was voluntary and they could choose not to answer any questions they did not feel comfortable with. Furthermore participants could withdraw from the study at any time.
5. Participants were advised that by completing the interview, they were indicating consent for participation in the study.
6. When interviews were done, participants were asked to recommend other potential participants who could be approached to participate. They were asked to provide the potential participants' email address, contact number or name and surname so they could be approached. They were searched and approached via LinkedIn. Before they could be contacted, verification that they are young black female professionals who have changed their jobs at least twice since their first job, and were working in the finance sector was done using LinkedIn. The ones that met the criteria were contacted directly via email, telephonically or through connecting on LinkedIn and asked to volunteer for this research. When they agreed they were provided with the participant information form and consent form granting permission to participate in the study, and steps 2 to 6 where they recommend other potential participants was followed until 15 participants had been interviewed.

3.10 Data Analysis

To analyse the data thematic analysis was used. Thematic analysis is an approach that analyses qualitative data and involves identifying patterns or themes in the data (Vaismoradi, Turunen, & Bondas, 2013). It organizes and describes data in detail, as well as interprets various aspects of the topic being researched (Clarke, & Braun, 2013). To do this coding was conducted so that the categories of the research topic could be limited and analysed easily (Clarke, & Braun, 2014).

There are three types of coding, namely open coding, axial coding and selective coding (Gale, Heath, Cameron, Rashid, & Redwood, 2013). Open coding is described as a process of examining, categorizing, conceptualizing, comparing and breaking down data (Hilal, & Alabri, 2013). Axial coding is defined as a set of procedures where data is put together after open coding by making connections between categories (Baralt, 2012). Lastly, selective coding is described as "the procedure of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development" (Ghuari & GrØnhaug, 2010, p. 201). Open coding was used to examine, categorize and breakdown data to limit the categories for ease of analysis.

Data collection and analysis was done simultaneously in this study to ensure accurate results. Notes were done during interviews to help in conceptualizing issues that answer the research questions. As part of thematic analysis, coding was conducted so that the information could be categorized easily. Coding was used to identify themes from the literature and interviews. The way in which this was done was transcribing the interactions, reading (and re-reading) the transcripts and listened to the recordings. Microsoft Excel was used to create a table and phrases were cut and pasted from the transcripts. The phrases that could be used to answer the research questions and develop themes were highlighted. The table was reviewed to identify similar and different patterns. The patterns that were identified were highlighted in different colours. From this categories and themes were identified. The transcribed data was constantly reviewed and

reduced it by only displaying what was relevant to the study and what aligns in answering the research question. This was then copied and pasted onto MS Word.

3.11 Validating Accuracy of Findings

To validate the findings in qualitative research dependability and confirmability are used in qualitative research (Watkins, 2012). Dependability is "a reliability measure achieved by triangulation of methods and providing an audit trail; this audit trail attests to the accuracy of transitions of information from various data sources and provides the means for ensuring the confirmability of the findings, allowing for reconstruction of events and processes that led to the conclusions in the research" (Wagner et al., 2012, p.243). Confirmability is "ensuring that the findings are grounded in the data and gauging the degree of biases present to demonstrate that the data and findings were derived from events, rather than being solely from researcher construction" (Wagner et al., 2012, p.243).

The types of validity in qualitative research that were used are descriptive, interpretive, theoretical and generalizable. Descriptive validity refers to the "degree to which the actual description holds true" (Ghuari & GrØnhaug, 2010, p. 210). Interpretive validity refers to how good the interpretation is (Seale, 1999). Theoretical validity refers to the "adequacy of our suggested theory on explanation" (Ghuari & GrØnhaug, 2010, p. 210). Lastly, generalizable refers to the extent that the findings from a study can be generalized to other settings (Vaismoradi, et al., 2013).

The criterion that was looked at to validate the findings was trustworthiness. Trustworthiness is made up of two categories namely, credibility and transferability. Credibility is understood as "the term used to address activities that make it more credible that the findings were derived from the data (i.e. prolonged engagement, persistent observation, triangulation, peer debriefing, and negative case analysis)" (Wagner et al., 2012, p.243). Transferability is understood as the

basis for making similarity judgements, it is achieved by maintaining all versions of the data in their original forms and by presentation of thick description (Palinkas et al., 2015).

To ensure trustworthiness, prolonged engagements and persistent observations were done with the participants. All data was maintained in their original forms to provide in-depth descriptions, there was constant reflection on biases about the topic to ensure that those biases do not interfere with getting a clear understanding of the results. Another process that was used was data triangulation which is to examine previous research to assess the degree to which the current research results are consistent with those of past studies (Hargis, Cavanaugh, Kamali, & Soto, 2014).

3.12 Ethical Considerations

Ethically, research should protect participants from any psychological or physical harm, participants should be given the freedom to decide whether or not they want to participate in the study, and the purpose of the research should be honestly described to participants (Aluwihare-Samaranayake, 2012). Before data could be collected an Ethics Clearance certificate was provided by the university's Human Research Ethics Committee approving the study and granting permission to collect data (refer to Appendix E). Permission from the participants was obtained to volunteer to participate in the study (please refer to Appendix A and B). The participant information form was provided to all participants, highlighting the fact that confidentiality would be maintained. To ensure confidentiality, participants were not required to provide the researcher with any identifying particulars including where they work, and recorded or noted interviews are safely kept with the researcher and archived and preserved from unauthorized access. The data is stored on the researcher's computer which requires a password to open and the recordings and transcripts are also protected by being opened with passwords that were created and are known by the researcher.

Participants were informed that the research report would be made available on Wired Space (Wits Institutional Repository on DSpace). Participants were also made aware that no harm to them is foreseen by their participation in the study. They were asked if they are comfortable with being recorded, if not, notes were taken and they were asked to verify the accuracy of the interview transcript. Participants were also asked not to discuss the study with anyone else even with those who they recommended to be approached to participate in this research. Participants were also informed that they had a right to withdraw from completing the interview at any time; however, once the interview was completed, they could no longer withdraw from the study. Participants were also informed that upon completion of the project, raw data would be destroyed after two years.

3.13 Reflection on Data Collection

The data collection phase was slightly challenging. The first challenge was getting the research proposal done well enough for the researcher to present it to the research committee for approval. This took longer than expected. Eventually the proposal was done and presented to the research committee of the School of Economic and Business Sciences and approved. Once the research proposal was approved it had to be submitted to the university's Human Research Ethics Committee for further approval. The proposal was sent back by the university's Human Research Ethics Committee for amendments. After sometime the research proposal was approved by the research ethics committee and an ethics clearance certificate was issued on the 6th of October 2017. Data collection started on the 7th of October 2017. This phase took longer than expected as well. The participants when contacted were interested in participating. Those that the researcher did not get immediate response from, the researcher had to be patient and follow up. The other slight challenge with this phase was finding time when both the researcher and the participant were available to conduct the interviews. However, when the best time was found for both, interviews were conducted and the participants showed interest in the research topic. This was shown in their insightful responses to the questions asked in the interviews.

3.14 Conclusion

This chapter has discussed the research methodology for this research. The interpretive research paradigm was discussed as it was the one used for this research. Qualitative research design was discussed as the research design used to achieve the objectives of this research. The population, sample and sampling procedure, data collection instrument, including the review of interview questions were discussed. The process on how data was collected and analysed was discussed. Lastly, the ethical considerations for this research were discussed to ensure the research was done ethically. The next chapter discusses the results of this study.

Chapter 4

Results

4.1 Introduction

This chapter provides a consideration of the key results from the primary data collection, and evaluated in relation to the literature review. To analyse the data thematic analysis was used. Thematic analysis is an approach that analyses qualitative data and involves identifying patterns or themes in the data (Vaismoradi, et al., 2013). It organizes and describes data in detail, as well as interprets various aspects of the topic being researched (Clarke, & Braun, 2013). To do this coding was conducted to easily limit and analyse the categories and themes of this research topic. The data was read and processed per interview transcript. This chapter discusses the analyses of the results according to themes and codes identified within the data and the literature review.

4.2 Results

The first objective of this research was to explore and understand the challenges young black female professionals face in the workplace. From the interviews that were held for this research a number of themes emerged as challenges young black female professionals face. The following is a discussion of the challenges in the workplace.

According to research compensation is the foundation on which the employee-employer relationship is determined and it is one of the compelling reasons for an employee to stay in an organisation, in that employee retention is achieved by the organisations paying high salaries (Haider et al., 2015; Terera, & Ngirande, 2014; Thorp et al., 2012; Bryant, & Allen, 2013; Patil, & Sharma, 2014).

From the interviews that were conducted compensation came up as one of the common themes, and was identified as one of the challenges in the workplace that have an influence on retention. Table 4.1 illustrates the coded data for the theme *compensation*. The identified code for the theme *compensation* is 'being underpaid', in that participants feel that one of the challenges young black female professionals face is being underpaid which leads to them leaving their employers for better salary offers.

Table 4.1: Thematic Coding Table – Compensation (a)

Theme	Participant	Quotes and Key Points	Codes
Compensation	1	*"Being paid less than their colleagues"*	Underpaid
	2	*"Difference in pay scales. Males generally earn more."*	Underpaid
	3	*"Not being paid market related salaries."*	Underpaid
	4	*"Black females are generally paid less than their male colleagues."*	Underpaid
	11	*"Unequal compensation based on gender and/or race."*	Underpaid
	13	*"Compensation differences."*	Underpaid
	14	*"Unequal pay."*	Underpaid

The follow up question asked was if they have experienced any of the compensation challenges in their previous jobs that led them to leave their employers. Some of them said that they have. Table 4.2 provides a description of how the participants described their experience with the compensation theme in the workplace, and illustrates the coded data in relation to the compensation theme. Their experiences are basically that they were underpaid.

Table 4.2: Thematic Coding Table – Compensation (b)

Theme	Participant	Quotes and Key Points	Codes
Compensation	1	*"I was not paid the same as my colleague who did the same job as I did."*	Underpaid
	3	*"Being in the same position with my colleagues but being paid differently."*	Underpaid
	6	*"A junior person was paid more than I was when I was senior to them."*	Underpaid
	9	*"The workload and the financial reward are not on the same scale. I've been over worked and underpaid."*	Underpaid
	10	*"I have been over worked and underpaid. At some point I was given more responsibilities but my salary was not increased."*	Underpaid
	11	*"I was underpaid in comparison to my colleagues."*	Underpaid
	12	*"I was underpaid."*	Underpaid
	13	*"I was not paid in line with my other colleagues doing the same job."*	Underpaid
	14	*"Huge differences in salaries in the team and I was one of the less paid."*	Underpaid

There are a number of challenges related to the work/organisational environment that research as shown to affect retention (James & Matthew, 2012). For instance research shows that career development results not only in retention but also employee commitment (Weng, & McElroy, 2012). According to research one of the challenges that women face currently in the workplace in South Africa is gender inequality and discrimination (Martin & Barnard, 2013). They seem to still struggle with being treated as equal to men in terms of being given the same opportunities or valued the same as men, being paid the same as them, and are not given the platforms and power to make decisions (Martin & Barnard, 2013; Department of Women, Republic of South Africa, 2015).

The other challenge that seems to exist according to research that South African women face in the workplace, particularly black women, is racism in that white men and women seem to still hold better positions, be given preference and better opportunities than their black colleagues (Rangaka, 2011; Govinder et al., 2013). These are some of the challenges that literature shows as challenges that women face in the workplace. From the interviews that were conducted workplace/organisational environment came up as one of the common themes, and factors related to it were identified as one of the challenges in the workplace that have an influence on retention. Table 4.3 illustrates the coded data for the theme *work/organisational environment*. The challenges identified related to the workplace/organisational environment theme are career development, gender inequality/discrimination, racism, lack of support and mentorship, and harassment.

Table 4.3: Thematic Coding Table – Work/Organisational Environment (a)

Theme	**Participant**	**Quotes and Key Points**	**Codes**
Work/Organisational environment	1	*"Lack of career development opportunities"*	Lack career development opportunities
	2	*"Employers tend to prefer male over female candidates with the same qualifications and experience."*	Gender inequality/discrimination
		"Companies also tend to prefer white candidates over black candidates to do the job even though they don't have qualifications or experience."	Racism

Theme	Participant	Quotes and Key Points	Codes
	3	*"Racism in the workplace."*	Racism
		"Black females are not given enough support to be successful in their work."	Lack of support
	5	*"The main challenges that black female professionals face is not being treated as though we are equal in the work place and as such our input and contribution is not valued as much as our male and white female colleagues."*	Gender inequality/discrimination
			Racism
	6	*"I think white male and females and black males are preferred by superiors and clients over black females, and not being treated equally"*	Gender inequality/discrimination
			Racism
		"Black females are not being exposed to the best work that will develop their skills and provide opportunity for growth."	Lack career development opportunities
	7	*"Work-life balance and lack of growth opportunities in the workplace."*	Lack career development opportunities

Theme	Participant	Quotes and Key Points	Codes
	8	*"Lack of support, mentorship and guidance on how to overcome some challenges in the workplace and grow."*	Lack of support
			Mentorship
	9	*"Black females often find it difficult to be taken as serious as their male colleagues, more often they have to work twice as hard as their male colleagues in order to be placed in senior positions."*	Gender inequality/discrimination
	10	*"Black females are still not taken seriously in the workplace like males, and in some cases we're expected to give ourselves sexually to climb up the work ladder."*	Gender inequality/discrimination
			Harassment
	11	*"Stereotypes in the workplace based on gender – females are weaker than men and therefore do not have good leadership qualities."*	Gender inequality/discrimination
			Racism
	12	*"Gender Discrimination"*	Gender inequality/discrimination
		"Being undermined"	Harassment
		"Sexual harassment"	
		"Unequal opportunities"	

Theme	Participant	Quotes and Key Points	Codes
	13	*"Lack of growth opportunities."*	Lack career development opportunities
		"Even when women are in senior positions they are sometimes not given the space to make decisions, they are not taken seriously like their male colleagues."	Gender inequality/discrimination
	14	*"I think black women generally to work harder than men to be recognised or promoted."*	Gender inequality/discrimination
	15	*"Unfair treatment in the workplace in terms of growth opportunities and compensation"*	Lack career development opportunities

The identified codes for the theme *work/organisational environment* are summarized as follows:

- Lack career development opportunities
- Gender inequality/discrimination
- Racism
- Lack of support
- Lack of support
- Mentorship
- Harassment

Some participants mentioned that they have experienced some challenges in the workplace in relation to work/organisational environment. Table 4.4 shows how the participants described their experience with the work/organisational environment theme in the workplace, and illustrates the coded data in relation to this theme.

Table 4.4: Thematic Coding Table – Work/Organisational Environment (b)

Theme	Participant	Quotes and Key Points	Codes
Work/Organisational environment	2	*"I have been overlooked for a position whereby I met all the requirements and it was given to a white candidate whom I taught the job and has no required qualification."*	Racism
			Lack career development opportunities
	4	*"I felt my manager did not have good management qualities or style. She did not support me and my role was never made clear."*	Lack of support
			Lack of role clarity
	5	*"I felt my opinion in the workplace did not matter and was not valued."*	Lack career development opportunities
	6	*"I was expected to take drink orders or make tea/coffee for everyone in attendance in a meeting because I was the only female, despite not being the most junior person in the room."*	Gender inequality/discrimination
		"Some clients preferred to work with my white male colleagues and second guessed the advice I gave them."	Racism
		"I have been passed over to work on certain projects despite being suitably qualified and the opportunities were given to my white colleagues because such projects would give them good learning and development opportunities."	Lack career development opportunities

Theme	Participant	Quotes and Key Points	Codes
	8	*"I was side-lined on a particular project and not being given all the information to enable me to make a decision."*	Lack career development opportunities
	9	*"I constantly have to get instructions and never placed in a position where I can make a sound judgement call or decision where I am able to justify same. I constantly have to get approval from my manager."*	Lack career development opportunities
	10	*"I have personally experienced being sexually harassed, asked for sexual favours just so I get my promotion."*	Harassment
	13	*"Lack of promotional opportunities in the organisation."*	Lack career development opportunities
	14	*"In meetings I always felt that like I was never taken seriously in comparison to men."*	Gender inequality/discrimination
	15	*"Stressful environment where I was bullied by my manager who was also a*	Lack of support

Theme	Participant	Quotes and Key Points	Codes
		female. I was undermined and never supported by her. I felt emotionally abused."	
			Harassment

In summary, participants experienced the following:

- Racism
- Lack of career development opportunities
- Lack of support
- Lack of role clarity
- Gender inequality/discrimination
- Harassment

Research has shown that employees find work-life balance important (Deery, & Jago, 2015; Mazerolle, & Goodman, 2013; Kar, & Misra, 2013). Deery, & Jago (2015) argued that flexible work arrangements can improve retention in organisations. From the interviews that were conducted work-life balance came up as one of the common themes, and was identified as one of the challenges in the workplace that have an influence on retention. Table 4.5 illustrates the coded data for the theme *work-life balance*. The identified code for the theme *work-life balance* is 'lack of good balance between work and personal life', in that participants feel that one of the challenges young black female professionals face is struggling to balance their work and personal life which leads to them leaving their employers for other companies that have flexible working hours.

Table 4.5: Thematic Coding Table – Work-Life Balance (a)

Theme	Participant	Quotes and Key Points	Codes
Work-life balance	6	*"Trying to achieve a work life balance."*	Lack of good balance between work and personal life
	7	*"Work-life balance and lack of growth opportunities in the workplace."*	Lack of good balance between work and personal life
	9	*"Most of the time it also becomes difficult to have a balanced lifestyle when you are career driven. You forget to ensure that you live a healthy lifestyle and neglect social interaction and activities."*	Lack of good balance between work and personal life
	12	*"Balancing life and work"*	Lack of good balance between work and personal life
	15	*"Work-life balance"*	Lack of good balance between work and personal life

Some participants mentioned that they have experienced the challenge of balancing their work life and personal life. Table 4.6 shows how the participants described their experiences in relation to work-life balance, and illustrates the coded data in relation to this theme.

Table 4.6: Thematic Coding Table – Work-Life Balance (b)

Theme	Participant	Quotes and Key Points	Codes
Work-life balance	7	*"There was a time in my life when I had to choose between building a career and starting a family, because balancing the two was going to be a challenge."*	Lack of good balance between work and personal life
	9	*"I find it challenging to have a balanced lifestyle as I am career driven.*	Lack of good balance between work and personal life

The second research objective was to explore factors that had influenced participants to leave their organisations. A discussion of the factors that had an influence in participants leaving their organisations, in which they believe it is an important factor for retention, follows. From the interviews that were conducted compensation came up as one of the factors that lead to them leaving their organisations. Table 4.7 illustrates the coded data for the theme *compensation* as one of the factors that is important for retention, and that lead to participants leaving their organisations. In summary they left their organisations because they were underpaid.

Table 4.7: Thematic Coding Table – Compensation (c)

Theme	Participant	Quotes and Key Points	Codes
Compensation	1	*"I left the job to receive better compensation in another company."*	Underpaid
	3	*"I left for a better salary"*	Underpaid
	4	*"I left because I was tired of being underpaid."*	Underpaid
	9	*"Career growth and better salary."*	Underpaid

Theme	Participant	Quotes and Key Points	Codes
	10	*"I left for a better salary."*	Underpaid
	11	*"I left for a better salary."*	Underpaid
	12	*"I was looking for a new challenge and better salary."*	Underpaid
	13	*"Better career growth opportunity and salary."*	Underpaid
	14	*"I left for a higher salary."*	Underpaid

Table 4.8 below illustrates the coded data for the theme *compensation* as one of the factors that are important for retention. Basically participants believe that when organisations pay good salaries that will improve the retention of employees.

Table 4.8: Thematic Coding Table – Compensation (d)

Theme	Participant	Quotes and Key Points	Codes
Compensation	1	*"Better salary"*	Good salary
	2	*"High salary*	Good salary
	3	*"Growth opportunities, and good compensation and benefits."*	Good salary
	6	*"Better compensation and growth opportunities."*	Good salary
	7	*"Better salary."*	Good salary
	8	*"Better salary."*	Good salary

Theme	Participant	Quotes and Key Points	Codes
	9	*"Career growth, high salary and reward and recognition."*	Good salary
	11	*"Better work environment that will give space for work-life balance and better compensation."*	Good salary
	12	*"Growth opportunities and better salary."*	Good salary
	13	*"Better salary and growth opportunities."*	Good salary
	14	*"High salary and career growth opportunities."*	Good salary
	15	*"Better compensation, supportive and respectful work environment, and work-life balance."*	Good salary

Table 4.9 illustrates the coded data for the theme *work/organisational environment* as one of the factors that are important for retention, and that lead to participants leaving their organisations.

Table 4.9: Thematic Coding Table – Work/Organisational Environment (c)

Theme	Participant	Quotes and Key Points	Codes
Work/Organisational environment	2	*"Better growth opportunities in another company and I was tired of the unfair treatment in relation to race"*	Lack career development opportunities
			Racism

Theme	**Participant**	**Quotes and Key Points**	**Codes**
	4	*"I was also unhappy with the management style where I was never supported."*	Lack of support
	5	*"I left with the hope that I will be in a better work environment where I will be treated fairly. Where I was going to be valued and taken seriously. I could not put up with the unfair treatment anymore. It became toxic and it was no longer an environment that I wanted to work in."*	Lack career development opportunities
	6	*"I left for a better salary, and because I also felt there was a lot of racism and gender discrimination in the company."*	Racism
			Gender inequality/discrimination
	7	*"Better growth opportunity."*	Lack career development opportunities
	8	*"Better growth opportunity and I also had a very stressful job."*	Lack career development opportunities
			Work Overload
	9	*"Career growth and better salary."*	Lack career development opportunities
	10	*"I was very unhappy at work because I was bullied by my manager and sexually harassed."*	Harassment

Theme	Participant	Quotes and Key Points	Codes
	12	*"I was looking for a new challenge and better salary."*	Lack career development opportunities
	13	*"Better career growth opportunity and salary."*	Lack career development opportunities
	15	*"Better work environment where will not be bullied and where I will be supported.*	Lack of support

In summary the identified codes are as following:

- Lack of career development opportunities
- Racism
- Lack of support
- Gender inequality/discrimination
- Work overload
- Harassment

Table 4.10 illustrates the coded data for the theme *work/organisational environment* as one of the factors that are important for retention.

Table 4.10: Thematic Coding Table – Work/Organisational Environment (d)

Theme	Participant	Quotes and Key Points	Codes
Work/Organisational environment	1	*"Career growth opportunity"*	Career development opportunities
		"Good and supportive company culture with fair treatment"	Supportive work environment

Theme	Participant	Quotes and Key Points	Codes
	3	*"Growth opportunities, and good compensation and benefits."*	Career development opportunities
	4	*"Reward and recognition."*	Reward and recognition
	5	*"Growth opportunities."*	Career development opportunities
	6	*"One of the factors that I believe has an influence on young black female job hopping a lot is reward and recognition, where they are not rewarded or recognized for the good job that they do."*	Reward and recognition
		"Unfair treatment e.g. racism"	Racism
		"Better compensation and growth opportunities."	Career development opportunities
	8	*"Lack of support and direction."*	Supportive work environment
	9	*"Career growth, high salary and reward and recognition."*	Career development opportunities
			Reward and recognition
	10	*"Lack of support, reward and recognition."*	Supportive work environment
			Reward and recognition
	12	*"Growth opportunities and better salary."*	Career development opportunities
	13	*"Better salary and growth opportunities."*	Career development opportunities
	14	*"High salary and career growth opportunities."*	Career development opportunities

Theme	Participant	Quotes and Key Points	Codes
	15	*"Better compensation, supportive and respectful work environment, and work-life balance."*	Supportive work environment

In summary the identified codes are as following:

- Career development opportunities
- Supportive work environment
- Reward and recognition
- Racism

Table 4.11 illustrates the coded data for the theme *work-life balance* as one of the factors that are important for retention, and that lead to participants leaving their organisations. Basically the participant left their previous employer because they did not have flexible working hours.

Table 4.11: Thematic Coding Table – Work-Life Balance (c)

Theme	Participant	Quotes and Key Points	Codes
Work-life balance	4	*"I also left for a workplace environment where employees had the ability to balance their work and personal life through flexible working hours."*	Flexible working hours

Table 4.12 illustrates the coded data for the theme *work-life balance* as one of the factors that are important for retention.

Table 4.12: Thematic Coding Table – Work-Life Balance (d)

Theme	Participant	Quotes and Key Points	Codes
Work-life balance	6	*"Lack of work-life balance"*	Lack of good balance between work and personal life
	11	*"Better work environment that will give space for work-life balance and better compensation."*	Lack of good balance between work and personal life
			Lack of good balance between work and personal life
	15	*"Better compensation, supportive and respectful work environment, and work-life balance."*	Lack of good balance between work and personal life

Participants mentioned a number of reasons why these factors are important for retention. Participants believe that these factors impact our lives in various ways. Table 4.13 below illustrates the coded data in relation to the reasons why the above factors are important to retain employees.

Table 4.13: Thematic Coding Table – Importance of Retention factors

Participant	Quotes and Key Points	Codes
1.	*"Cost of living is high and we need to be financially secured in order to survive or live a comfortable life."*	Cost of living is high
		Financial security
	"As human beings we also want to grow in our careers."	Career growth
2.	*"For a better quality of life."*	Better quality of life

Participant	Quotes and Key Points	Codes
3.	*"Just like everyone else we all want to grow and if we not in a space in our lives that gives us opportunity grow then we will obviously want to leave and look for better opportunities."*	Career growth
4.	*"They are important for career growth and one's future."*	Career growth
5.	*"They affect the quality of a person's life and their career."*	Quality of life
		Career growth
6.	*"They have an impact on a person's wellbeing, future and career."*	Wellbeing
		Career growth
7.	*"They affect a person quality of life."*	Quality of life
8.	*"They motivate good performance."*	Motivate good performance
9.	*"In this economy it is important for us to grow financially and be stable. These factors also have an impact on a person's confidence and self-esteem and success in the future."*	Financial growth and stability
		Confidence and self-esteem
		Career growth
10.	*"They motivate a person to perform well and stay loyal to the organisation."*	Motivate good performance
		Loyalty
11.	*"They affect a person's wellbeing and quality of life."*	Wellbeing
		Quality of life
12.	*"They affect one's career advancement."*	Career growth
13.	*"We all want to grow financially and in our careers, and it motivates one to work hard for themselves and the company they work for."*	Financial growth
		Motivates hard work
14.	*"They affect one's financial and career growth."*	Financial and career growth
15.	*"They are important for our financial growth, wellbeing, and they are a motivation to perform well."*	Financial growth
		Wellbeing
		Motivate good performance

In summary the identified codes are as following:

- Cost of living is high
- Financial security
- Career growth
- Quality of life
- Wellbeing
- Motivates good performance
- Financial growth and stability
- Increases confidence and self-esteem
- Loyalty

Lastly, the other research objective was to explore how these challenges affect them psychologically and professionally. Below is a discussion of how these challenges affected the participants psychologically and professionally. Table 4.14 illustrates the coded data for the psychological effects theme.

Table 4.14: Thematic Coding Table – Psychological Effects

Theme	Participant	Quotes and Key Points	Codes
Psychological effect	1	*"By not being paid the same as my colleagues who did the same job as me I felt like I was not valued by my employer, and I felt like they feel I am not worth being paid what I deserved."*	Not valued
	2	*"I was demoralized."*	Demoralized
	3	*"I felt emotionally drained and demotivated. I also became unproductive at work and aggressive towards my colleagues."*	Emotionally drained
			Demotivated
			Aggressive
	4	*"I struggled to balance work and my personal life to a point where I ended up neglecting my personal life and studies."*	Neglected personal life

Theme	Participant	Quotes and Key Points	Codes
	5	*"These challenges affected my self-esteem. I sometimes questioned my ability to do my job."*	Low self-esteem
	6	*"I was annoyed and felt under pressure to work twice as hard as my white colleagues to prove myself."*	Annoyed
	7	*"My personal life was sacrificed to continue building and growing a career."*	Sacrificed personal life.
	8	*"I became less confident."*	Less confident
	9	*"I became so frustrated that I started looking for a better job."*	Frustrated
	10	*"It had a negative impact on my self-esteem."*	Low self-esteem
	12	*"I became anxious and depressed."*	Anxious
			Depressed
	14	*"Demotivated and frustrated."*	Demotivated
			Frustrated
	15	*"I was frustrated and stressed all the time."*	Frustrated
			Stressed

In summary the identified codes are as following:

- Not valued
- Demoralized
- Emotionally drained
- Demotivated
- Aggressive
- Low self-esteem
- Annoyed
- Less confident
- Frustrated

- Anxious
- Depressed
- Stressed

Table 4.15 illustrates the coded data for the professional effects theme.

Table 4.15: Thematic Coding Table – Professional Effects

Theme	Participant	Quotes and Key Points	Codes
Professional effect	3.	*"I felt emotionally drained and demotivated. I also became unproductive at work and aggressive towards my colleagues."*	Unproductive
	5.	*"These challenges affected my self-esteem. I sometimes questioned my ability to do my job."*	Questioned own ability
	6.	*"I was annoyed and felt under pressure to work twice as hard as my white colleagues to prove myself."*	Pressure to work harder
	11.	*"It made me doubt myself and my capabilities."*	Doubted oneself
	13.	*"I became disengaged and started resenting my job."*	Disengaged

In summary the identified codes are as following:

- Unproductive
- Questioned own ability
- Pressure to work harder
- Doubted oneself
- Disengaged

4.3 Conclusion

The results in relation to the codes and themes of the interviews conducted have been discussed above. The main themes that emerged are compensation, work/organisational environment and work-life balance. The main code in relation to the compensation theme is being underpaid. With regards to the work/organisational environment the main codes are career development opportunities, gender inequality/discrimination, racism, lack of support, mentorship, harassment, work overload, and reward and recognition. In terms of the work-life balance theme, the main codes are lack of balance between work and personal life, and flexible working hours. The next chapter discusses these results further linking them to the literature review in terms of whether they are in contrast or consistent.

Chapter 5

Discussion of Findings

5.1 Introduction

This chapter discusses the findings by reflecting on the literature review, and the themes found in the results and where they are consistent with, or in contrast to previous research. The challenges that Generation Y black female professionals face in the workplace found in the results of this research and literature are discussed. The factors that the literature review and the results of this research that show that they have an impact in the retention of Generation Y black female professionals are discussed. The psychological and professional effects found in the literature review and the results of this research are discussed as well. Lastly, the recommendations provided by the participants during interviews and literature on the things that organisations should implement to improve on the retention of Generation Y black female professionals are discussed. The overall conclusion of this chapter is discussed in the end.

The objectives of this study are to explore and get an understanding of the following:

- The challenges that Generation Y black female professionals face in the workplace.
- Factors that had an influence in them deciding to leave an organisation.
- How these factors affected them psychologically and professionally.

The results of this study have identified some of these challenges that Generation Y black female professionals face in the finance sector. They have also shown factors that contributed to Generation Y black female professionals deciding to leave or stay in an organisation, and how these challenges and factors affect them psychologically and professionally. These are all discussed further.

From the results, the main factors that emerged that affected retention are compensation, work-life balance as well as work/organisational environment. In the results, compensation mainly referred to the guaranteed basic salary variable. Work-life balance mainly referred to the flexible working hours. Work/organisational environment mainly referred to open communication or transparency, organisational support and commitment, diversity, fairness, job security, advancement opportunities, mentoring programmes, new opportunities or challenges, recognition, role clarity, manager quality and integrity, challenging and meaningful work, development or learning opportunities, pleasant daily work experiences, and friendly work relationships variables.

5.2 Challenges that Generation Y Black Female Professionals Face in the Workplace

One of the common themes found in the results as challenges that Generation Y black female professionals face in the workplace is *compensation* in relation to guaranteed basic salary. Participants mentioned being underpaid as one of the general challenges that young black female professionals face in the workplace currently in South Africa. For instance, participant 1 mentioned that *"Being paid less than their colleagues"* is a challenge that young black female professionals face in the workplace currently in South Africa. Participant 2 mentioned that *"difference in pay scales"* is a challenge, as well as that *"males generally earn more'*. Participant 4 also stated that *"black females are generally paid less than their male colleagues"*. Another challenge mentioned by participant 3 in relation to compensation is not being paid market related salaries (*"Not being paid market related salaries.")*. Also participant 11 mentioned that there is *"unequal compensation based on gender and/or race"*.

Literature shows that compensation is a challenge that has an influence on employee retention in that for it to be achieved organisations would have to pay high salaries (Terera, & Ngirande, 2014; Thorp et al., 2012; Bryant et al., 2014).

The other challenge that the participants mentioned is work/organisational environment in relation to *career growth opportunities*. Participants mentioned it as one of the challenges that young black female professionals face in the workplace in South Africa currently. For instance participant 6 mentioned that *"black females are not being exposed to the best work that will develop their skills and provide opportunity for growth"*. Participant 15 mentioned that *"unfair treatment in the workplace in terms of growth opportunities and compensation"* is a challenge. Research has shown that career development results in employee commitment and retention (Prince, 2005).

Another challenge that the participants mentioned is work/organisational environment in relation to *gender inequality/discrimination*. Participant 2 mentioned that *"employers tend to prefer male over female candidates with the same qualifications and experience"*. A few other participants had the same view, for instance, participant 5 said *"black female professionals face not being treated as though we are equal in the work place and as such our input and contribution is not valued as much as our male and white female colleagues"*. Participant 9 mentioned that *"black females often find it difficult to be taken as serious as their male colleagues, more often they have to work twice as hard as their male colleagues in order to be placed in senior positions"*. Participant 10 said *"black females are still not taken seriously in the workplace like males, and in some cases they are expected to give themselves sexually to climb up the corporate ladder"*. Also participant 11 mentioned that "*stereotypes in the workplace based on gender e.g. females are weaker than men and therefore do not have good leadership qualities"*. Participant 13 and 14 said *"even when women are in senior positions they are sometimes not given the room to make decisions, they are not taken seriously like their male colleagues"*, and *"I think black women generally to work harder than men to be recognised or promoted"*. Lastly, in relation to discrimination, participant 6 said *"I think white males and females and black males are preferred by superiors and clients over black females and not being treated equally"*.

Research has shown that there is still the issue of equal treatment in the workplace in terms of being given the same opportunities or valued the same as men, and being paid the same as them (Martin & Barnard, 2013; Department of Women, Republic of South Africa, 2015).

The other challenge that the participants mentioned is *racism* in the workplace where participants generally felt that young black female professionals are not treated the same as their white colleagues. For instance, participant 2 said *"companies tend to prefer white candidates over black candidates to do the job even though they don't have qualifications or experience"*. Participant 5 and 6 said *"the main challenges that black female professionals face is not being treated as though we are equal in the work place and as such our input and contribution is not valued as much as our male and white female colleagues"*, and *"I think white males and females and black males are preferred by superiors and clients over black females, and not being treated equally"*.

According to some literature, there still seem to be racism in that white men and women seem to still hold better positions and are given preference and better opportunities than their black colleagues (Govinder et al., 2013). Recent statistics conducted in 2017 showed that 68.5% white South Africans occupied top management levels and only 14.4% black South Africans occupied these positions (Business Tech, 2017).

Lack of *support and mentorship* were also mentioned as challenges that young black female professionals face in the workplace. For instance, participant 3 said *"black females are not given enough support to be successful in their work"*, and participant 8 said *"lack of support, mentorship and guidance on how to overcome some challenges in the workplace and grow"*. Research has shown that support and mentorship are important for retention in that they assist employees to gain knowledge and deal with difficult work situations, which would enable them to grow in their careers and improve their work performance (Theeboom, et al., 2014; Odle-Dusseau et al., 2012).

Work-life balance came up as one of the challenges where participants felt that young black female professionals generally struggle to balance their work and personal life due to work demands. For instance, participant 6 and 9 said *"trying to achieve a work life balance is one of*

the challenges that young black female professionals face", and *"most of the time it also becomes difficult to have a balanced lifestyle when you are career driven. You forget to ensure that you live a healthy lifestyle and neglect social interaction and activities"*. Research has shown that work-life balance is important for employees and it results in job satisfaction, increased productivity, employee morale, reduced stress and burnout, enhances recruitment and retention, reduced absenteeism, increase energy and creativity, positive company reputation, and employee retention (Deery, & Jago, 2015; Mazerolle, & Goodman, 2013; Kar, & Misra, 2013).

Lastly, an interesting thing that was mentioned by a few participants is *harassment*, where they mentioned that some young black female professionals experience it in the workplace in exchange for career growth. For instance, participant 10 said *"black females are still not taken seriously in the workplace like males, and in some cases they are expected to give themselves sexually to climb up the corporate ladder"*. Some research has shown that sexual harassment happens in the workplace, and sometimes for women to be given growth/promotional opportunities they are expected to give themselves sexually (McLaughlin, Uggen, & Blackstone, 2012; McDonald, 2012; Spector, Zhou, & Che, 2014; Nielsen, & Einarsen, 2012).

5.3 Factors that Contribute to the Retention of Generation Y Black Female Professionals in the Workplace

Participants mentioned that *compensation* contributes to the retention of Generation Y black female professionals in the workplace, and it is one of the challenges that they have personally faced in the workplace that made them leave the organisation. They believe it to be one of the most common influential factors that lead to turnover. The results showed that the participants generally feel that they are not paid fairly or they are underpaid in comparison to their colleagues who are white or black males. For instance, participant 1 said they left because they were '*not paid the same as my colleague who did the same job as I did"*. Participant 6 said *"a junior person was paid more than I was when I was senior to them"*. Participant 9 and 10 said *"the workload and the financial reward are not on the same scale, I've been over worked and*

underpaid", and *"I have been over worked and underpaid. At some point I was given more responsibilities but my salary was not increased"*. Compensation was mentioned by the participants as one of the reasons why they left their previous employers. For instance, participant 14 said *"I left for a higher salary"*, and participant 4 said *"I left because I was tired of being underpaid"*.

These results are consistent with some previous research conducted on essential elements or factors that influence the retention of employees in South Africa and globally (Luscombe, Lewis & Biggs, 2013; Kerr-Phillips & Thomas, 2009; Hart, 2006; Birt, Wallis, & Winternitz, 2004; Cappelli, 2000a; Terera, & Ngirande, 2014; Thorp et al., 2012; Bryant et al., 2014). Lucoscombe, Lewis and Biggs (2013) researched the essential elements for recruitment and retention amongst Generation Y employees. Kerr-Phillips and Thomas (2009) conducted research on macro and micro challenges for talent retention in South Africa. Hart (2006) researched generational diversity and its impact on recruitment and retention of registered nurses. Birt et al. (2004) researched variables considered to be important for retention in South Africa. Cappelli (2000a) conducted research on a market-driven approach to retain talent. In these studies compensation was identified as a crucial factor or one of the main reasons for employees to job-hop. Lewis, Goodman and Fandt (2001) have also argued that employee retention can be achieved by the organisations by paying their employees higher salaries.

The other factor that the participants mentioned as a contributor to the retention of Generation Y black female professionals is work/organisational environment in relation to *gender inequality/discrimination*. A few of the participants experienced gender inequality/discrimination, however it was identified as one of the major challenges that young black female professionals face in the workplace currently in South Africa in that they are not treated equally to men, they are not paid the same and they are not given the same opportunities or valued the same as men. They feel males are always preferred over females. For instance, participant 14 said *"In meetings I always felt like I was never taken seriously in comparison to*

men". Also, participant 6 said *"I left for a better salary, and because I also felt there was a lot of racism and gender discrimination in the company"*.

These results are consistent with some previous research that showed that gender inequality/discrimination exists in organisations, and it is a challenge that black women face in the workplace and has an influence in them job-hopping (Marthur-Helm, 2005; Booysen, 2007; Booysen & Nkomo, 2006; Selby & Sutherland, 2006; Martin & Barnard, 2013). Marthur-Helm (2005) conducted research on equal opportunity and affirmative action for South African women. Booysen (2007) researched barriers to employment equity implementation and retention of blacks in management in South Africa. Booysen and Nkomo (2006) researched women in management and their challenges in a South African perspective. Selby and Sutherland (2006) conducted research on a strategy for achieving employment equity at senior management level. Martin & Barnard (2013) looked at the experience of women in male-dominated occupations and found that they experienced some gender inequality/discrimination.

One of the issues that has been discussed in the literature review in relation to gender inequality/discrimination that one of the participants highlighted is that as much as women work their family responsibilities are still considered first place (Hofmeyr & Mzobe, 2012). For instance participant 6 *"I was expected to take drink orders or make tea/coffee for everyone in attendance in a meeting because I was the only female, despite not being the most junior person in the room"*. Hofmeyr and Mzobe (2012) mentioned that women are seen as homemakers rather than corporate leaders.

The other challenge previously discussed in the literature review in relation to gender inequality/discrimination is that women are still excluded from decision making platforms (Department of Women, Republic of South Africa, 2015), which is what one of the participants mentioned. The other issue is that there still seems to be the perception that masculine qualities

makes one succeed, women still seem to be not taken as seriously as men, or they are not believed to have the ability to add value or to be as successful as men (Mathur-Helm, 2004).

The other factor that participants mentioned as a contributor is work/organisational environment in relation to *career growth opportunities*. Participants mentioned it as one of the challenges that young black female professionals face in the workplace in South Africa currently. They also stated that they have personally experienced it and believe that it has an influence on employee retention. The results show that the organisations, for which they have worked, have not really provided them with growth opportunities. They were not exposed to work that would develop their skills. For instance, participant 6 said *"I have been passed over to work on certain projects despite being suitably qualified and the opportunities were given to my white colleagues because such projects would give them good learning and development opportunities"*. Sometimes as much as they were promoted their responsibilities were not increased, this did not help them grow. Some said that they were not given space to make decisions which would have helped them to grow or develop. For instance, participant 8 said *"I was side-lined on a particular project and was not given all the information to enable me to make a decision"*. Also, participant 9 said *"I constantly have to get instructions and never placed in a position where I can make a sound judgement call or decision where I am able to justify same. I constantly have to get approval from my manager"*. Some felt that they were not challenged enough and because of that they did not feel that they were growing and decided to leave their employers. For instance, participant 7 said *"I left for better growth opportunities"*, and participant 12 said *"I was looking for a new challenge and better salary"*.

These results are consistent with previous research which showed that career growth opportunities are crucial to employees in order to retain them in organisations (Mathur-Helm, 2006; Hofmeyer & Mzobe, 2012; Masibigiri & Nienaber, 2011; Muteswa & Ortlepp, 2011; Luscombe et al., 2013; Kerr-Phillips & Thomas, 2009; Birt et al., 2004). Mathur-Helm (2006) conducted research on women and the glass ceiling in South African banks. Hofmeyer and Mzobe (2012) researched the factors that influence the advancement of women in South African

organisations. Masibigiri and Nienaber (2011) researched factors affecting the retention of Generation X public servants. Muteswa and Ortlepp (2011) researched contributing factors to potential turnover in a sample of South African management-level employees.

This highlights the issue of the 'glass ceiling' phenomenon previously discussed where women experience barriers in their career growth and the challenge of organisations not creating opportunities for them to grow. Participant 6 highlighted this: *"I have been passed over to work on certain projects despite being suitably qualified and the opportunities were given to my white colleagues because such projects would give them good learning and development opportunities"*. The other issue is the 'window dressing' phenomenon where women sometimes get promoted but yet are not given room to grow in those positions by giving them the right responsibilities or opportunities to make decisions (Kiaye, & Singh, 2013; Boone et al., 2013; Wilson, 2014; Cook & Glass, 2014). Participant 8 highlighted this: *"I was side-lined on a particular project and was not given all the information to enable me to make a decision"*.

Work/Organisational environment in relation to *racism* was also mentioned by participants as a contributing factor in the retention of Generation Y black female professionals. For the purpose of this study racism refers to discrimination against someone of a different race based on the belief that one's own race is superior (Rangaka, 2011). Participants mentioned it as challenges that young black female professionals currently face in South Africa. Some participants have personally experienced it and believe that it plays a role in retention. They felt that their white colleagues were always preferred and they were given better opportunities in comparison to them. For instance, participant 2 said *"I have been overlooked for a position whereby I met all the requirements and it was given to a white candidate whom I taught the job and has no required qualification"*. Participant 6 said *"Some clients preferred to work with my white male colleagues and second guessed the advice I gave them"*. This has resulted in them leaving some of their previous employers. For instance, participant 2 said *"better growth opportunities in another company and I was tired of the unfair treatment in relation to race"*, and participant 6

said *"I left for a better salary, and because I also felt that there was a lot of racism and gender discrimination in the company"*.

These results are consistent with previous research which showed that black women still experience racism in the workplace in that they are not given opportunities as much as their white colleagues in the workplace and it is one of the factors that has an influence on their job satisfaction and job-hopping (Mathur-Helm, 2005; Rangaka, 2011; Booysen, 2007; Booysen & Nkomo, 2006; Selby & Sutherland, 2006; Thomas, 2004; Govinder et al., 2013). Some of the quotes from participants are examined here.

Work/Organisational environment in relation to *support* was also mentioned as a contributing factor in the retention of Generation Y black female professionals. Some participants have personally experienced it and it was identified as one of the factors that influence employee retention. They felt that the organisation and management did not give them support, for example mentorship, so that they could to do their jobs well and overcome some of the challenges they faced. For instance, participant 4 said *"I was also unhappy with the management style where I was never supported"*, and participant 15 said *"I left for a better work environment where I will not be bullied and where I will be supported"*.

These results are consistent with previous research which showed that lack of support through programmes such as mentorship has an influence in employees leaving organisations (Birt et al., 2004; Tapia & Kvasny, 2004; Muteswa & Ortlepp, 2011; Mathur-Helm, 2006; Theeboom et al., 2014; Goff et al., 2014; Gregory, & Levy, 2012). Tapia and Kvasny (2004) conducted research on retention of women and minorities in the IT workplace.

One of the challenges that was mentioned by one the participants and in the literature review, is what is called the 'pull her down syndrome', which refers to women not supporting each other's advancement and bringing each other down (Mutsagondo, 2015). This is consistent with

previous research (Hofmeyr & Mzobe, 2012; Barash, 2006; Mizrahi, 2004; Mutsagondo, 2015; Nkomo, & Ngambi, 2013; Du Plessis, 2012) where it showed that women do not support each other, they block each other from succeeding, they become each other's enemies, and undermine each other which influence women to job-hop. Barash (2006) researched women rivalry and Mizrahi (2004) researched why women undermine each other in the workplace. Mutsagondo, (2015) did a study tracing subordinate women's perceptions and how this impacts female leadership emergence and it was found that the subordinates do experience some lack of support from their female leaders and they fight against each other. For instance, participant 15 said she left her previous employer because of a "*stressful environment where I was bullied by my manager who was also a female. I was undermined and never supported by her. I felt emotionally abused"*. Participant 4 said *"I felt my manager did not have good management skills or style. She did not support me and my role was never made clear"*.

The other factor that participants mentioned as a contributor to the retention of Generation Y black female professionals is work/organisational environment in relation to *reward and recognition*. Reward and recognition refers to when employees are shown appreciation, given credit or rewarded through money or promotion for the good work that they do (Manzoor, 2012). Reward and recognition came up as one of the factors that the participants think has an influence on young black female professionals job-hopping. For instance, participant 6 said "*one of the factors that I believe has an influence on young black female job hopping a lot is reward and recognition, where they are not rewarded or recognized for the good work that they do"*. These results confirm consistency with previous research (Muteswa & Ortlepp, 2011; Tapia & Kvasny, 2004; Birt, et al., 2004; Aktar et al., 2012; Manzoor, 2012; Jehanzeb et al., 2012; Bradler et al., 2016; Presslee et al., 2013; Muogbo, 2013; Snelgar et al., 2013).

The other factor that was mentioned as a contributor to the retention of Generation Y black female professionals is *work-life balance*. Participants also mentioned it as one of the challenges that young black female professionals face in the workplace in South Africa currently. Some of them have personally experienced it and they believe that it plays a role in employee retention. They have struggled to balance their work and personal life to a point where sometimes they had

to sacrifice their personal lives for their work or careers. For instance, participant 7 said *"there was a time in my life when I had to choose between building a career and starting a family, because balancing the two was going to be a challenge"*. Also, it was one of the reasons why participant 4 left her previous employer: *"I also left for a workplace environment where employees had the ability to balance their work and personal life through flexible working hours"*.

These results are consistent with previous research that showed that employees find work-life balance necessary and this has an influence on them job hopping (Birt, et al., 2004; Smith, 2010; Jones, 2006; Kruger, 2010; Deery, & Jago, 2015; Mazerolle, & Goodman, 2013; Kar, & Misra, 2013). Smith (2010) researched work-life balance perspectives of Generation Y marketing professionals. Jones (2006) conducted research job satisfaction and life satisfaction amongst employees. Kruger (2010) researched the preferences of Generation Y students in the workplace. Below are some of the quotes from the participants in support of this.

Some interesting new themes that emerged from the interviews were work/organisational environment in relation to sexual *harassment* and bullying. Some participants mentioned sexual harassment and bullying as one of the challenges that they faced, as well as one of the factors that contribute to Generation Y black female professionals leaving their organisations. Participants have mentioned that it is one of the reasons why they left their jobs. For instance, participant 10 said *"I have personally experienced being sexually harassed, asked for sexual favours just so I get my promotion"*. Participant 15 said they left because of a *"stressful environment where I was bullied by my manager who was also a female. I was undermined and never supported by her. I felt emotionally abused"*. Also, participant 10 said *"I was very unhappy at work because I was bullied by my manager and sexually harassed"*.

Bullying occurs in various ways such as public humiliation and criticism, verbal abuse, social exclusion, intimidation, inaccurate accusations, spreading rumours, ignoring people for long

periods and undermining victims' professional status (Branch, Ramsay, & Barker, 2013; Nielsen, & Einarsen, 2012).

There has been very little research in South Africa, however with the little research it has shown that workplace bullying exists locally and globally (Cunnif & Mostert, 2012). Previous research has shown that bullying not only has physical (e.g. eating disorders) and psychological (e.g. anxiety and depression) effects on employees but it also has an influence on them leaving their jobs (Cunnif & Mostert, 2012; Vessey, Demarco, Gaffney & Budin, 2009; Matthiesen & Einarsen, 2001). Sexual harassment can be in different forms, namely, sexually-charged jokes, lewd comments, gender-related insults, unwanted sexual attention, leering, physical assault; touching of private parts, sexual favours, rape/attempted rape, and sexual assault (Ramsaroop & Parumasur, 2007; McLaughlin et al., 2012; McDonald, 2012; Spector et al., 2014; Nielsen, & Einarsen, 2012).

Previous research has shown that sexual harassment in the workplace occurs and not only has psychological effects (e.g. humiliation, self-doubt, anger and depression) on an employee, it also has an influence in them leaving their jobs (Fitzgerald, 1993; Landrine & Klonoff, 1997, Ramsaroop & Parumasur; Bravo & Cassedy, 1992).

Another new factor that emerged as a contributor to the retention of Generation Y black female employees is *role clarity* where one of the participants mentioned that their role was not clarified to them, which restricted them from succeeding in their job. For instance, participant 4 said *"I felt my manager did not have good management skills or style. She did not support me and my role was never made clear"*. Role clarity refers to when an employee knows what to do and what is expected of them (Caillier, 2014). Research shows that role clarity is important for employees as it results in better work performance, job satisfaction and retention (Caillier, 2014).

5.4 Psychological and Professional Effects

In terms of how these challenges affected participants professionally and psychologically, some participants mentioned that they felt like they were not valued. For instance, participant 1 said *"by not being paid the same as my colleagues who did the same job as me I felt like I was not valued by my employer, and I felt like they feel I am not worth being paid what I deserved"*. Participant 2 felt demoralized (*"I was demoralized")*. Participant 3 said *"I felt emotionally drained and demotivated. I also became unproductive at work and aggressive towards my colleagues"*. Participant 14 said they felt *"demotivated and frustrated"*. Participant 4 said *"I struggled to balance work and my personal life to a point where I ended up neglecting my personal life and studies"*. Participant 5 felt a low self-esteem: *"these challenges affected my self-esteem. I sometimes questioned my ability to do my job"*. Participant 6 felt under pressure: *"I was annoyed and felt under pressure to work twice as hard as my white colleagues to prove myself"*. Participant 8 had low confidence: *"I became less confident"*. Participant 15 felt frustrated and stressed: *"I was frustrated and stressed all the time"*. Participant 12 said *"I became anxious and depressed"*.

On a professional level they said they became unproductive, questioned their own ability. For instance participant 5 said *"these challenges affected my self-esteem. I sometimes questioned my ability to do my job"*, and participant 11 said *"It made me doubt myself and my capabilities"*. Participant 6 said they felt under pressure to work harder: *"I was annoyed and felt under pressure to work twice as hard as my white colleagues to prove myself"*. Lastly, participant 13 said *"I became disengaged and started resenting my job"*.

In summary, they felt like they were not valued , were demoralized, emotionally drained, demotivated, unproductive, aggressive, had low self-esteem, self-doubt, were annoyed, under pressure, had low confidence, were frustrated, anxious, depressed, disengaged and stressed. This is consistent with previous research that showed these effects on employees who experienced the

challenges mentioned above (Hofmeyr & Mzobe, 2012; Chou, 2012; Holt et al., 2012; VanMeter et al., 2013; Laird et al., 2015; Westerman et al., 2012; Farr-Wharton, et al., 2012).

In terms of the differences in generations, the results showed some similarities with previous research. Research has shown that in comparison to other generations, Generation Y employees like to job-hop, they prefer to participate in decision making and not be commanded or controlled, and they like to seek out new challenges (Scott et al., 2012). The results are consistent with previous research as the participants job-hopped quite a few times. There are some that mentioned that they wanted to be given room to make decisions as well and not have to consult their managers all the time. There are some that left their previous jobs to seek new challenges. They showed independence as well.

Research has also shown that Generation Y employees like attention. They want to be given guidance and feedback (Berkup, 2014). They want recognition and frequent reassurance and to be kept in the loop at all times (Marcinkus, 2012). They want mentors who will help guide and develop their careers (Kibui & Kanyiri, 2014). This is also consistent with the results as participants mentioned mentorship/support, guidance and recognition as important factors to them and for retention.

Research also showed that work-life balance is important to Generation Y employees (McCracken et al., 2016) and this is shown in the results as the participants mentioned it as an important factor for employee retention. Research also showed that they expect the organisation to change to meet their needs (Kaifi et al., 2012). This is consistent with the results as participants mentioned that they left their jobs due to the challenges that they feel organisations should have changed, and also because the organisations did not meet their needs or expectations. Research has also shown that Generation Y employees leave their jobs because of poor management/leadership (Bakanauskienė et al., 2016). This is consistent with the results as some participants mentioned that they left their jobs because of their managers and their poor management skills.

5.5 Recommendations or Strategies to Retain Generation Y Black Female Professionals in Organisations

The following are the recommendations made by participants and research on what organisations should do to retain Generation Y black female professionals considering the challenges that they are currently facing in South Africa:

- Organisations should continue to have programmes that develop woman and give them the skills and confidence required to be able to lead and have a voice that is taken seriously in a room full of men. Research has recommended that organisations should use human resources systems such as assessments, talent management, career planning and performance management to support the advancement of women (Hofmeyr & Mzobe, 2012).

- Organisations should provide clear development plans for each and every employee. Below are recommendations from participants in relation to development plans: Participant 1: *"Create development programmes that will assist with career advancement especially for black females"*. Participant 2: *"Companies should provide clear development plans for each and every employee"*. Participant 5: *"I think organisations should continue to have programmes that develop women and give them the skills and confidence required to be able to lead and have a voice that is taken seriously in a room full of men"*. Participant 10: *"Have programmes that empower and upskill young black women, and rightfully promote women into management positions"*. Participant 12: *"Create opportunities for growth or career advancement, and follow policies and procedures consistently."*

- Organisations should offer market related salaries to everyone irrespective of their skin colour and promote an equal opportunity environment.

- Organisations should provide rewards and recognition for good performance.

- Organisations need to change the environment and culture and make it more accommodating to a diverse range of people. Previous research has shown that diversity is one of the issues that organisations face and it is important to address to ensure employee retention as previously discussed in the literature review. It recommends that business leaders should develop cultures of transformation that will include expectations of high standards, leadership development, competitive remuneration packages and an inclusive culture that will embrace employee diversity (Kerr-Phillips & Thomas, 2009). Participant 4 said *"create a culture where there are no female stereotypes, pay fairly and give space for work-life balance."*

- Promotion policies and criteria should be transparent, clear and made known to all within organisations. This will ensure that the promotion policies and criteria are applied consistently. Below are recommendations made by participants in relation to transparency. Participant 6: *"I think most organisations need to change the environment and culture and make it more accommodating to a diverse range of people"*. Participant 8: *"Create a culture that is inclusive, one that recognises our differences"*. Participant 12: *"Create opportunities for growth or career advancement, and follow policies and procedures consistently"*. Participant 3: *"Offer market related salaries to everyone irrespective of their skin colour and promote an equal opportunity environment"*.

- Organisations should train managers to have better management skills that will enable a working environment which supports employee retention.

- Design the workplace to be more flexible with flexible working hours (Kruger, 2010).

- To deal with some psychological effects that occur from these challenges coaching and mentoring should be provided by trusted individuals in the organisation (Hofmeyr & Mzobe, 2012).

- To improve employee retention, the strategies need to take into consideration the mix of factors required by employees, such as personal and career pursuits (Tladi, 2015).

- Organisations should allow flexibility to accommodate employees' personal situations.

- The organisations should ensure that the perceptions about the fairness of reward allocations, procedures and policies and interpersonal treatment are managed and addressed adequately (Hausnecht, et. al., 2008).

- Organisations need to look into person-organisation fit to ensure that an individual is well-placed in a position that can add value to both the employee and the organisation (Tladi, 2015).

- The employee retention strategies which are reliant, or based on the extended occupation relationship and loyalty that an individual may have towards and with an organisation should be reviewed (Hausnecht, et. al., 2008).

- Organisations can consider the breakdown of the talent pool along other factors such as professional disciplines or demographics (culture, age, gender, etc.) to identify retention factors which may be specific to the particular segment (Kreisman, 2002). This will enable the development of targeted employee retention programmes which are relevant to the particular employee groups' needs (Kreisman, 2002).

- The employee retention documentation needs to be fully reflective of all the developments (recreational, social, etc.) and initiatives that the organisation offers to its' employees. The development of comprehensive documentation on such strategies can help address any gaps, and will ensure effective communication of such initiatives to the workforce (Lee-Kelley, Blackman, & Hurst, 2007).

- The information received from exit interviews should be captured in detail and used in further development of employee retention strategies to address gaps (Tladi, 2015).

- The developers of employee retention strategies should maintain a future-facing approach in the design of people processes (James & Matthew, 2012). This is so that the trends and

possible changes in the talent setting can be predicted and prepared for (James & Matthew, 2012).

5.6 Conclusion

This chapter has discussed the findings of this study by reflecting on the objectives of the study, the themes found in the results, and previous research to determine if they are consistent or in contrast with previous research. The challenges that Generation Y black female professionals face in the workplace that were found in the results of this research and literature have been discussed which are generally gender inequality/discrimination, compensation, career growth opportunities, racism, lack of support and mentorship, harassment, work-life balance. The factors that literature and the results of this research shows have an impact in the retention of Generation Y black female professionals are discussed which are compensation, gender inequality/discrimination, career growth opportunities, glass ceiling, reward and recognition, role clarity racism, lack of support and mentorship, harassment, work-life balance. The psychological and professional effects found in literature and the results of this research have been discussed as well. Lastly, the recommendations provided by the participants during interviews and literature on the items that organisations should implement to improve the retention of Generation Y black female professionals have been discussed. The next chapter discusses the conclusion of this research.

Chapter 6

Conclusion

6.1 Introduction

This chapter discusses the summary of the literature review and findings of this study. It also discusses the implications, limitations of this research, recommendations for future research, and the overall conclusion of this study at the end of this chapter.

6.2 Summary of Literature

In terms of the literature review the theoretical framework of this research which is feminism and gender inequality was discussed. The specific school of feminism that this research relies on and which was discussed is liberal feminism. The concept of retention was discussed as well as the challenges that South African organisations face in general. From the literature review it seems that the main challenges that South African organisations face is managing the post-apartheid organisational culture and business dynamics effectively, which include diversity, language, gaps in income levels and affirmative action, opportunities and education.

The generational differences and similarities (Generation X, Y, Z and Baby Boomers) in relation to retention were discussed. To explore further on the first research question, the challenges that women face in the organisations were discussed and these are mainly gender inequality and discrimination, racism, 'glass ceiling', 'window dressing' and 'pull her down syndrome ' (Selby & Sutherland, 2006; Booysen, 2007; Wirth, 2001; Maume, 2004; Hofmeyr & Mzobe, 2012; Martin & Barnard, 2013; Heilman, 2012; Govinder et al., 2013; Kiaye, & Singh, 2013; Branch et al., 2012; Nkomo, & Ngambi, 2013). In relation to the retention factors the challenges that South African women face seem, to show lack of organisational support, knowledge sharing, fairness,

networking opportunities, empowerment, advancement opportunities, development/learning opportunities, and mentoring. Factors that research has shown to have an influence on retention were discussed. These are company loyalty and empowerment, reward and recognition, learning and development, career development, work-life balance, employee-manager relationship, person-organisation fit, feedback and coaching, diversity and compensation (Phillips & Connell, 2003; Robbins, 2003; Govaerts et al., 2011; Prince, 2005; Schaefer, 2007; Das & Baruah, 2013; Muteswa & Ortlepp, 2011; Sudin, 2011; Agócs & Burr, 1996; Haider et al., 2015; Kumar, & Shekhar, 2012; Manzoor, 2012; Kolb, 2014; McShane et al., 2013; Mazerolle, & Goodman, 2013; Biswas, & Bhatnagar, 2013; Goff et al., 2014; Harvey, & Allard, 2015; Terera, & Ngirande, 2014).

Employee retention strategies have also been discussed on how to retain employees and in particular Generation Y employees. These include, for instance, are employees with exciting and challenging work, providing feedback, having clear career development plans for employees, and work-life balance (Kibui & Kanyiri, 2014). In conclusion there are several factors that have an impact on retention and challenges that women face in the workplace. In the findings it is evident that these factors and challenges do exist and they were in consistent with the literature review. The psychological and professional effects that women experience and the challenges in the workplace they face were discussed, as well as generational differences in relation to the psychological traits in the workplace were discussed.

6.3 Summary of Findings

The results in relation to the codes and themes of the interviews conducted were discussed. The main themes that emerged are compensation, work/organisational environment and work-life balance. The main code in relation to the compensation theme is being underpaid. With regards to the work/organisational environment, the main codes are career development opportunities, gender inequality/discrimination, racism, lack of support, mentorship, harassment, work overload, and reward and recognition. In terms of the work-life balance theme, the main codes

are lack of balance between work and personal life, and flexible working hours. New themes that emerged from the interviews conducted were sexual harassment and bullying, and role clarity. Table 6.1 summarizes the findings of this study.

Table 6.1: Summary of findings (Themes and Codes)

Number	Themes	Codes
1	Compensation	Underpaid
2	Work/Organisational environment	Career development opportunities Gender inequality/discrimination Racism Lack of support Mentorship Sexual harassment Work Overload Reward and recognition Encourage diversity, transparency and consistency Role clarity
3	Work-life balance	Lack of good balance between work and personal life Flexible working hours

6.4 Implications

This study has made contributions in understanding some challenges that Generation Y black female professionals in the financial sector face in the workplace in South Africa. Research has

shown that South African organisations struggle with retaining employees, in particular black employees (DAV, 2013), in particular, Generation Y black female professionals as they are the majority who are employed in South African organisations (Statistics South Africa, 2017). This study will assist not only organisations in the financial sector but also organisations in other sectors, in becoming aware of and understanding the challenges that Generation Y black female professionals face. This research will also make organisations aware of the factors that have an influence on employee retention. This will then allow them to develop strategies in relation to these factors that will improve employee retention. The results showed how these challenges affect young black women psychologically and professionally. This will also make organisations aware of the severe consequences on employees (psychologically and professionally) in relation to the challenges they face in the workplace. From the results some recommendations have been identified to assist organisations on how to improve the retention of Generation Y black female professionals.

6.5 Limitations

One of the limitations of this study is that the interviews were conducted in one industry in South Africa and may have highlighted issues that are unique to the financial sector. The other limitation is that this research was only done in one geographical area, Johannesburg which highlighted issues that may only be unique to one geographical area.

6.6 Recommendations for Further Research

One of the recommendations for future research is to extend the present research to a broader range of industries, which may highlight similar or additional areas to be considered in retention. Another recommendation would be to look at the different generations in relation to retention currently in South Africa. Also future research can look at other geographical areas in South Africa which would give an opportunity to explore if there would be any similarities from different cultures and backgrounds. Future research can also include mixed methods where

qualitative and quantitative research methods can be used together (Creswell & Creswell, 2017) to get more in-depth information on the retention of Generation Y black female professionals. Future research can also investigate challenges that women in South Africa face such as 'glass ceiling', 'window dressing', and 'pull her down syndrome', as there seems to be little research on this, to explore more on how it influences retention and how it affects Generation Y black female professionals.

6.7 Conclusion

It is evident from the consistency between the results of this study and previous research discussed that the challenges found in relation to the retention of Generation Y black female professionals do exist and negatively affect organisations. It is also evident that the factors found in the results are consistent with previous research in that they do have an influence in retaining employees. Organisations need to be aware of these issues and factors that affect the retention of Generation Y black female employees, address them and implement strategies that will improve employee retention. More research needs to be conducted on this topic by academics and business practitioners with the aim of developing strategies that will retain and develop talent that remains in South African organisations which would also have a positive impact on the country's economy.

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APPENDIX A: PARTICIPANT CONSENT FORM

Faculty of Commerce, Law and Management
School of Economic and Business Sciences
University of the Witwatersrand, Johannesburg

I _____ (NAME AND SURNAME) agree to participate in this research entitled: **Factors affecting the retention of Generation Y black women in the finance sector in Johannesburg, South Africa**. The research has been explained to me and I understand what my participation will involve.

	YES	NO
I agree that my participation will remain anonymous (please tick)	☐	☐
I agree that the researcher may use anonymous quotes in her research report	☐	☐
I agree that the interview may be recorded via a cell phone	☐	☐

I understand that I have a right to withdraw from completing the interview at any time, however, once the interview is completed I can no longer withdraw from the study.

_____ (signature of interviewee)

_____ (signature of interviewer)

_____ (date)

APPENDIX B: PARTICIPANT INFORMATION LETTER

Faculty of Commerce, Law and Management
School of Economic and Business Sciences
University of the Witwatersrand, Johannesburg



Participant Information Form

Good day,

My name is Monhlanhla Dhlomo and I am a Masters (Research) Degree in Human Resources Management student in the School of Economic and Business Sciences, University of the Witwatersrand, Johannesburg. As part of the course requirements, I am expected to conduct research in the field of management. I am conducting research on factors affecting the retention of Generation Y black women who have changed their jobs at least twice since their first job in the finance sector.

As part of this project I would therefore like to invite you to take part in an interview, the purpose of which will be to gain your insights on the experiences and challenges you have had in the workplace as a Generation Y black female, and to understand factors that affect your decision to stay or leave an organisation. The interview consists of four main questions with a few probing questions and would take no more than an hour to complete. With your permission I would like to audio record your responses.

What will happen if you choose to participate in the research?

- There is no risk to you and no harm will come to you if you do participate.
- I will ask you to sign a consent form. By so doing, you agree to participate in the research and to be recorded using a cell phone. If you are not comfortable being recorded, notes will be taken and you will be asked to verify the accuracy of the interview transcript. Before signing the form, please make sure that I answered any questions you might have about the research.

- Your responses are important and there are no right or wrong answers. It would be appreciated if you answered all the questions. However, you may choose not to answer certain questions at any stage.
- Your responses will be taken to be both confidential and anonymous. In order to ensure your confidentiality and anonymity, you will not be required to give your name or your organisation's name at any stage. Data will be safely kept with the researcher and archived and preserved from unauthorized access. The data will be stored in the researcher's computer which requires a password to open and the recordings and transcripts will also be protected by being opened with passwords that will be created and only known by the researcher.
- You are requested not to discuss this research with anyone else even with those that you may recommend to be approached to participate in this research.
- Should you struggle to understand any of the questions, I will assist by translating them into a language you are comfortable with.
- The results of the study will be written up in a final report and it will be available on Wired Space. Upon completion of the project, raw data would be destroyed after 2 years.

What will happen if you choose <u>not</u> to participate in the research?

- Participation in the research is purely voluntary. Nobody will force you to complete the interview.
- There will be no penalty or consequence if you do not complete the interview and you have the right to withdraw from the study at any time.

Should you have any queries relating to the research, please feel free to contact me on 076 437 9810 or 323855@students.wits.ac.za, or my research supervisor Dr Robert Venter on 011 717 8090 or Robert.Venter@wits.ac.za

……..

Monhlanhla Dhlomo

APPENDIX C: CELLPHONE RECORDING CONSENT FORM

Faculty of Commerce, Law and Management
School of Economic and Business Sciences
University of the Witwatersrand, Johannesburg

This consent form relates to your participation in the study entitled: **Factors affecting the retention of Generation Y black women in the finance sector in Johannesburg, South Africa**, conducted by Monhlanhla Dhlomo, a postgraduate student at the University of the Witwatersrand, Johannesburg.

This study involves the cell phone recording of the responses of participants for the entire duration of the interview with the researcher. Neither, your name nor any other identifying information mentioned during the interview will be published in the final report or made public. Only the research team will be permitted to listen to the recordings and view the transcripts derived. Data will be safely kept with the researcher and archived and preserved from unauthorized access. The data will be stored in the researcher's computer which requires a password to open and the recordings and transcripts will also be protected by being opened with passwords that will be created and only known by the researcher.

The tapes will be transcribed by the researcher to ensure that the respondents' true intentions and answers are captured for analysis. The recorded interview sessions will be destroyed after 2 years once the transcriptions are checked for accuracy analysed for the research report, and once this research is completed. Transcripts of the interview will not be reproduced in whole or in part for use in presentations or written products that result from this study. No identifying information (name, contact details, place of employment, etc.) will be used in final report or any written products resulting from the study.

By signing this form, I am allowing the researcher to record me using a cell phone as part of the aforementioned research topic. I also understand that this consent for recording is effective for the duration of the research project and aware that I may request to be excluded from the study at any time prior to the completion of the study.

I acknowledge that I have read, understand and consent to the contents of this form.

…….	……..	……..
Participant Name	**Signature**	**Date**

…….	…….	……..
Researcher's Name	**Signature**	**Date**

APPENDIX D: BIOGRAPHICAL QUESTIONNAIRE AND INTERVIEW QUESTIONS

Faculty of Commerce, Law and Management
School of Economic and Business Sciences

Introduction:

Thank you for the possibility to interview

Read and discuss consent form

Establish timeframe for interview

Go over biographical questions

Biographical questions:

Age:

No. of times you have changed jobs since your first job:

Occupation:

Gender:

Interview questions:

Questions	Probing Questions
1. What do you think are the general challenges that young black female professionals face in the workplace in South Africa currently?	• Have you faced any of these challenges before? • Can you give me examples of these challenges you have faced before? • How did these challenges affect you personally and professionally?
2. How many times have you changed your job before the current one?	• What were your reasons for changing your job or what factors led to you deciding to leave the jobs you left?
3. What factors do you think has influence	• Why do you think these factors have an

on young black female professionals job-hopping a lot?	influence?
4. What do you think organisations should do or improve on to retain young black female professionals?	

APPENDIX E: ETHICS CLEARANCE CERTIFICATE

Faculty of Commerce, Law and Management
School of Economic and Business Sciences

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Dhlomo

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: H17/08/05**
PROJECT TITLE	Factors affecting the retention of Generation Y black women in the financial sector in Johannesburg, South Africa
INVESTIGATOR(S)	Miss N Dhlomo
SCHOOL/DEPARTMENT	Economic and Business Sciences/
DATE CONSIDERED	21 July 2017
DECISION OF THE COMMITTEE	Approved
EXPIRY DATE	03 September 2020

DATE 04 September 2017 **CHAIRPERSON** J-Knight
(Professor J Knight)

cc: Supervisor : Dr R Venter

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to completion of a yearly progress report.**

_____ _____/_____/_____
Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES